

DISTRICT PRIMARY EDUCATION PROGRAMME

GENDER STUDY

PROJECT REPORT

DISTRICT - AURANGABAD
MAHARASHTRA

MARCH 1994

MAHARASHTRA STATE COUNCIL OF EDUCATIONAL
RESEARCH & TRAINING,
PUNE - 411 030.

SCHOOL GOING CHILDREN AND TEACHERS IN MARATHWADA

Year	No of Schools	No. of Students		Total	No. of Teachers		Total
		Boys	Girls		Male	Female	
1960-61	5736	2,61,000	92,000	3,53,000	10,220	1,122	11,342
1964-65	7268	4,05,669	1,41,178	5,46,847	14,322	1,767	15,989
1969-70	8095	4,95,734	1,49,448	6,95,282	15,221	2,303	21,524
1974-75	8468	5,53,127	2,23,825	8,26,952	23,367	3,088	26,455
1979-80	8886	6,67,923	3,75,454	10,43,377	24,131	4,010	28,141
1984-85	9223	7,84,772	5,13,686	12,98,457	25,609	5,333	30,942
1990-91	9980	9,77,573	7,55,422	17,32,995	31,012	8,293	39,305

Source : 'Marathwada 2000'

The State of Maharashtra came into being on 1st May, 1960. It has been the home of people belonging to almost all religions of world, that is a cosmopolitan State of India.

Educational facilities have been in existence since pre-independent India, particularly for girls, the first school for women was established in Bombay by an American Mission in 1924. It has a long history of women's education, where the Maharishi Anna Saheb Karve laid the foundation of women's education, it also produced Mahatma Phule a pioneer in the field of women's education who established a girls school in Pune with the help of his wife. However, the literacy of women in Maharashtra to date has not been very encouraging according to the literacy rate of Maharashtra which is 64.8 percent while the figure of literacy for male and female is 74.3 and 50.51 percent, a disparity as much as 25 percent attributable to the varying status of men and women, an indication of gender disparities. The rate of literacy for men and women for the State of Maharashtra and Aurangabad region are as follows :

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DISTRICT - AURANGABAD
MAHARASHTRA STATE

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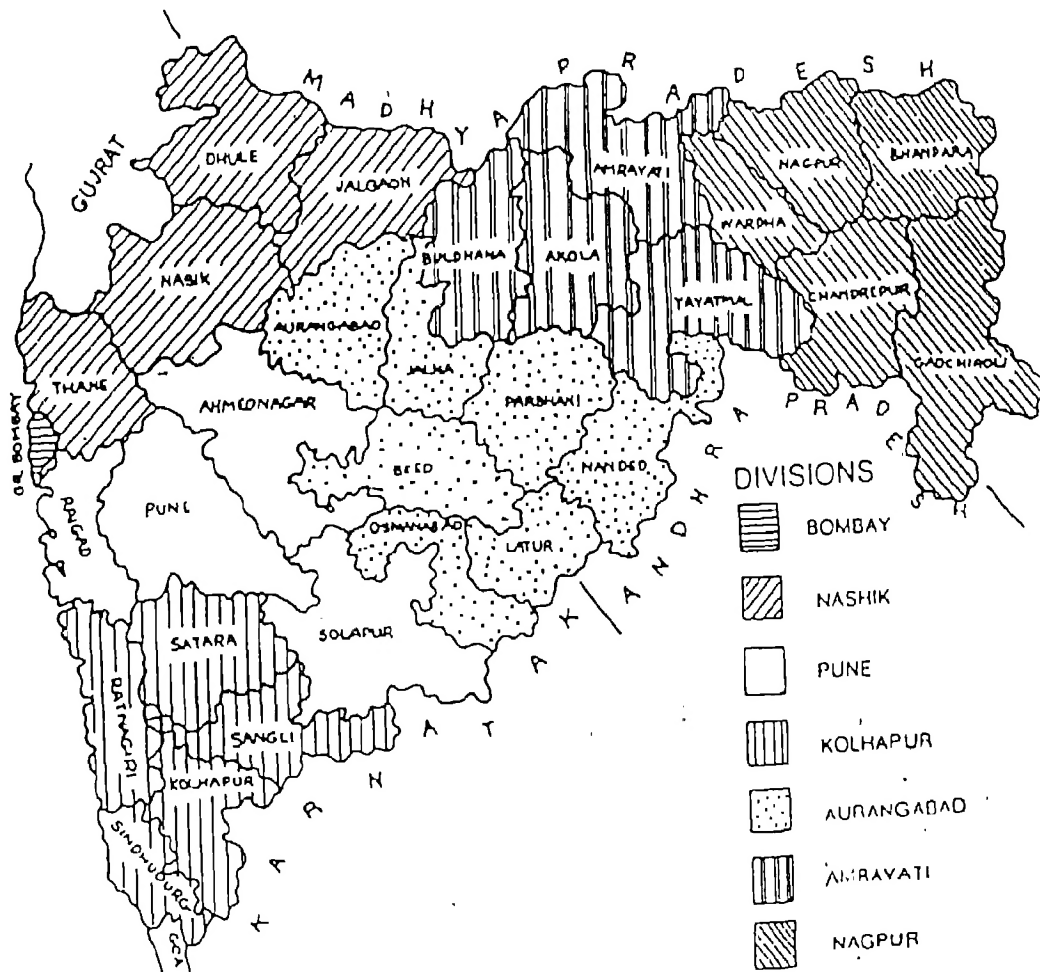
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CHAPTER 1

INTRODUCTION TO THE STUDY

It is universally accepted fact that wherever the society is dominated by male, there is a tendency of treating women subordinate to men. In a democratic country like England, the women had to fight for their right of Franchise. In majority of the Muslim countries even today, women are looked down upon as some thing less than men and they are belittled. In India, women have equal rights on par with men as a constitutional provision. However todate there are certain communities in India where women are not permitted to their rights along side men. This is a phenomenon in backward regions of India. Maharashtra is divided into seven revenue regions where in inter and intra differences in literacy rates are observable. Regions in Western Maharashtra namely Pune, Kolhapur, Nasik, Bombay have higher literacy rate for both males and females. Parts of this region also have a considerable higher literacy rate . It is in Aurangabad (Marathwada) region that the literacy rate is the lowest.

Since women and their conditions form the back bone of the society, it is necessary to have an understanding of the condition of girls and their education, so that relevant programmes, strategies may be developed to empower this society disadvantaged sizeable section of society.



CHAPTER II

RATIONALE

Article 45 of the Indian Constitution spells out commitment to elementary education. It states that from the inception of the constitution, with a 15 year target, universal free and compulsory education must be achieved. The constitution came into force in 1950, thus by 1965 target of universal free and compulsory education should have been reached. Targets were extended. Due to various reasons this target has not been achieved till today. It is hoped to achieve this target by the turn of this century. Efforts in this direction are under way, at all levels, on a priority.

According to the 1981 Census in Maharashtra, number of non-enrolled girls in the age groups 5-9 and 10-14 years is 33.8 million and 22.4 million respectively. The difference in the ratios for girls and boys are considerable with the gap increasing for each stage of education. This phenomenon is evident whenever the initial differences are wide. The problem of universal primary education of girls remains an acute one, amongst the socially and economically deprived sections of the society, despite governmental and non-governmental efforts.

Of the 31 States and Union Territories into which the subcontinent is divided, Maharashtra is a state on the Western Coast; it is the 3rd largest state both in terms of area and population a little less than 2 percent of the land is covered by forests, one of the industrialised states, it also ranks high in educational development. Despite these achievements, the development is not uniform, variations are evident in almost all aspects including education.

Marathwada region, comprising of seven districts, is educationally backward in comparison to Western Maharashtra, wherein there is a historical reason. From early 19th century, efforts were afoot for spreading education among the masses, particularly the girls. In Bombay, the American Missionary society established the first school for girls in 1824, the school was so popular that the management had to open nine branches within four years. One of the schools had even provision of girl's hostel. There were about four hundred girls receiving education in these institutions.

Marathwada was under the regime of Nizam of Hyderabad till 1948 and at that point there were hardly any primary education facilities even for boys let alone for girls. The few primary schools that existed were run by the Nizam at Taluka headquarters, imparting education through Marathi with Urdu as a compulsory subject introduced from

class III. Private management was absent, as the Nizam was afraid of educating the masses who may then fight for independence. There was solitary exception to this, as, a middle school, by private management existed, wherein the medium of instructions was Marathi, the language of the region. However no provision for conducting the examination through the mother tongue existed, the girls therefore, had to appear for the examination at an adjacent district, Nasik. Non-attendance of girls was on the account of the 'Pardha System'. Urdu being the medium of instruction, not the language of the majority, these conditions adversely affected the enrollment of girls.

After the merger of states in 1948 a fresh scenario emerged. The then Government began to take interest in education as a sector. Because of the constitutional commitment, it became mandatory for the government to open marathi medium schools for those who desired to study in the language of the region, their mother tongue. After the reorganisation of the States in 1956, the Integration Committee appointed in 1958 concluded that, the spread of education, in Marathwada was unsatisfactory as compared to Western Maharashtra. Marathwada is an educationally backward region, further divided into seven districts, for needed understanding, three districts are selected for study, Nanded, Parbhani and Aurangabad.

During 1960-65 the provision of girls education in Marathwada facilitated increase of enrollment of girls in primary schools. By end of 1965. 1,41,178 girls were receiving primary education. Within a span of 15 years, by increasing facilities for girls, enrollment had proportionately increased. From 1985 onwards the enrollment of girls in primary schools was 1,55,422. The spurt in enrollment of girls is attributable to initial provisions of facilities. During the period under review, industrial development, communication facilities, social awareness as well as economic development were rapidly taking place. In addition, the revised educational policy 1986 and programme of action gave an impetus and also helped in creating favourable educational climate for education of girls. This combination increased the participation of girls in education.



**Rate of Literacy in the State of Maharashtra and Aurangabad Region,
from 1981 to 1991**

	Male	1981 Female	Total	Male	1991 Female	Total
Maharashtra (State)	58.80	34.80	47.20	74.30	50.51	64.80
Aurangabad (Region)	47.10	18.30	33.00	67.40	34.00	51.20

It seems from the above mentioned table that the rate of growth of literacy among women increased by 16 percent in Aurangabad region during the decade but it is still lagging behind by 21 percent in comparison to remaining Maharashtra.

The five districts in Marathwada region viz Aurangabad, Nanded, Parbhani, Latur and Osmanabad are low female literacy districts. Due to devastating earthquake in Latur and Osmanabad during 1993 they have not been included in this study. One block in each district as shown below was selected on the basis of lowest female literacy rate.

District	Block
Aurangabad	Soegaon
Nanded	Degloor
Parbhani	Kalamnuri

In each block eight villages were selected on the following basis :

- ☐ Villages having no schools.
- ☐ Villages having primary schools.
- ☐ Villages having upper primary schools.
- ☐ Villages having secondary or higher secondary schools.

In the absence of schoolless villages in the block schoolless habitations were taken up for the collection of data.

The district Nanded has been selected for study as it is the biggest district of the region from the point of view of population as well as geographical area. Though it ranks first in respect of population and size, it ranks 27th as regards literacy level. Its female literacy rate is 24.96 percent, while the State level is 52.30 percent. Further the tribal block in the district has the lowest female literacy rate, as low as 14 percent. It was also selected under the total literacy mission 1992.

Degloor block further identified for study being on the border of Karnataka and Andhra Pradesh, there is influence of three languages on learning of mother tongue. The lower achievement in mother tongue i.e. Marathi is attributed to this influence. Eight out of 99 villages from this block were selected for the survey wherein 50 families from each village and one urban slum habitation from Degloor town were taken up. The literacy percentage of Degloor block is 37.38 percent.

District Parbhani is a part of erst-while Nizam State. This district has suffered greatly on account of Nizam's rule so far as education of girls is concerned. According to 1991 census the total population of the district is 21,14,770 out of which male population is 10,83,221 and female population is 10,31,549. The total literacy percentage of the district is 38.13. For males it is 52.05 and for females it is 23.5 percent. This again is below the State and National literacy average. Out of seven blocks, in the district, Kalmnuri has been selected for gender study. This block covers 234 villages. Of these villages eight have been selected for in-depth study. The literacy percentage of Kalmnuri block is 37.73 percent.

District Aurangabad has a total population of 20,13,779. Of which, male population is 11,51,693 and female population is 10,62,086. Percentage of rural population is 67.24. The rate of literacy for Aurangabad district is 72.9 percent for male and 39.6 percent for female. The total literacy rate is 56.9 percent. This means that the rate of literacy for female is less than the State and National literacy rates.

There are eight blocks in this district. For gender study, Seagaon has been selected. This block has thirtynine village panchayats covering sixty seven villages. Of these, eight villages have been selected for in - depth study.



CHAPTER III

OBJECTIVES, STATEMENT OF THE PROBLEM, SCOPE AND LIMITATIONS

The general objective of this study, is to identify social, psychological, economic and educational factors favourable for continuance, factors responsible for discontinuance of girls education in elementary schools as well as to identify the reasons for their non enrollment in the schools. The present study also aims at studying the status of women in the society.

Specific Objectives

The specific objectives of this study are detailed below :-

- To identify the household background of girls enrolled in elementary schools, for girls, who have discontinued schooling as well as for girls who have never enrolled in the schools.
- To record the perceptions of parents for continuance discontinuance of girls education and utility of education girls.
- To study the reasons for drop out of girls .
- To study the reasons for non enrollment of girls in the schools.
- To study the perceptions of teachers regarding girls education.
- To study the perceptions of institutional heads regarding girls education.
- To study the perceptions of community leaders about girls education.
- To study the perception of educational administrators regarding girls education.

Considering the above set objectives the following problem was attempted under this study.

A study of factors for non enrollment of girls, their discontinuance at elementary schooling, perceptions of teachers, various functionaries on girls education, and to assess the status of a woman in the villages under study.

The study covers three districts of Marathwada namely Nanded, Parbhani and Aurangabad. From these three districts, three blocks, one from each district were selected on the basis of low female literacy. From each of the three blocks, eight villages were selected for study of the fifty families in each village. Three urban slums were also covered by selecting fifty families in each of the slum.

While selecting, families irrespective of caste, creed, language and religion were considered.



CHAPTER IV

REVIEW OF RELATED LITERATURE

Usually there are two kinds of Research Studies under applied research. One of the type is the studies undertaken by individuals, another type of the study is termed as institutional studies.

Individual Study

Dr. Pathan N. M. for his Ph. D. in Education had studied in 1986 the problem of backwardness of Muslim women. The study is restricted to the district Solapur of Pune Region only, which is on the boarder of Marathwada region. The major objective of the study were :

- ☐ to study the position of Muslim women in Solapur district with reference to their education, age and economic status.
- ☐ to study the effect of economic, social, religious and other reasons responsible for the educational backwardness of the Muslim women
- ☐ to suggest measures to improve the educational status of Muslim women.

The researcher had selected a stratified random sampling of one thousand Muslim women for this study. Out of these women, 50 percent were illiterate, 25 percent were semi-literate and 25 percent were literate.

The following were the major findings of this study.

- ☐ the literate Muslim women mainly belong to the age group of 30 to 40.
- ☐ the number of children in a family was seven or more and the women had no concept of "Small Family".
- ☐ neglecting the education of girls was the common attitude of the parents, both, in rural and urban area.
- ☐ the custom of early marriages among the rural literate Muslim women was prevalent.

- ☐ most of the rural girls and women prefer to earn their livelihood, than to enroll their names in the schools or education centres.
- ☐ there was a lack of social motivation and encouragement coupled with the opposition of relatives and family members for education of Muslim girls and women.
- ☐ in urban area the main factor responsible for educational backwardness of the muslim women was the economic condition of their families.
- ☐ the religious factors were less responsible for educational backwardness in comparison with other factors.
- ☐ Muslim women in rural area were unaware of the governmental, non-governmental schemes and educational facilities for the women.

Most of the studies in the area of education of girls were related to finding out the reasons for wastage and stagnation. There was no study focussing on enrolment of girls. Of these studies, most of them were conducted at Tata Institute of Social Sciences and they came under the category of individual studies.

The above findings are also related to present study as muslim population is quite in number.

Institutional Study

Municipal corporation of Greater Bombay had undertaken study relating to wastage and stagnation of girls in Municipal Primary Schools. In the findings of the study, it was pointed out that the major reasons for drop out were poverty, domestic difficulties, bad company and adverse school conditions. Even in a city like Bombay only 50 percent of the total enrolled students in Std. I, reached upto Std.IV in four years and the achievement of these student was also very poor.

A detailed study of prevailing condition of primary education in Marathwada was undertaken by Swami Ramananda Tirth Research Institute, Aurangabad with the cooperation of Indian Institute of Education, Pune in the year 1982 -83.

The objectives of the study were

- ☐ to study the qualitative and quantitative development of education in Marathawada after independence.

- ☐ to compare the ratio of boys and girls in primary education in Marathwada with that of Western Maharashtra.
- ☐ to study the percentage of drop-out of girls and the reasons thereof and
- ☐ to suggest remedies for the improvement of primary education.

The findings of this study were that

- ☐ single teacher schools had large percentage of drop out.
- ☐ need to convert the single teacher schools into multi- teacher schools.
- ☐ creating educational awareness to motivate the masses was essential.
- ☐ it was observed that education had been catering to the needs of the rich only and the poor was neglected and kept away from education for years.
- ☐ it was also observed that no schools with hostel facilities for students were available.

Another study undertaken by the experts, thr light on the educational problems in Marathwada. There were articles in the Volume of "Marathwada 2000 AD' on the issue of 'drop out' 'stagnation' Women's education' and Education in Marathwada 1947 to 1987 and after. In these articles the authors Shri. B.I. Nagrale, the then Dy. Director of Education, Aurangabad Region, Shri. S.B. Gogte, Ex-Director of Indian Institute of Education and Dr. Mrs. Sudha Kaldate. Head of the Department of Sociology, Marathwada University, Aurangabad had vividly referred to the problems of Education in Marathwada. Shri. Nagrale had pointed out the reasons for drop out and failures for girls as under :

- ☐ children were earning members in the family therefore, their education was neglected.
- ☐ girls were required to help in the household work and therefore, their schooling was not given any importance.
- ☐ school time table was not adjusted according to the need of the rural community.
- ☐ schools were held in temples and Dharamshalas which were not attractive and hence students did not feel like attending the schools.
- ☐ positive environment for learning was lacking.

- ☐ Implementation of Savitribai Phule foster parent scheme, and supply of textbooks and uniforms to the needy students.
- ☐ Implementation of the scheme of "School on Wheels" for migrating population.
- ☐ Implementation of scheme of population control effectively.

Dr. S.B. Gogte in his article regarding progress of education in "*Marathwada from 1947 to 1987 and after*" had critically studied the position of education at all levels in Marathwada. He had analysed the problem and has come to the conclusion that the following were the important issues

- ☐ the question of wastage and stagnation
- ☐ the low achievement level of students completing primary education.
- ☐ question of school buildings
- ☐ inadequate preparation of teachers for preparing their students to appear for the competitive examinations.
- ☐ the question of single teacher schools and questions arising due to Zilla Parishad administration of primary education.

Findings of the study were as under :

- ☐ the girls were unable to attend schools for the reasons that they were required to help in household work.
- ☐ the remedy suggested for this was to start evening classes and part time classes of non-formal education and to provide adequate educational facilities to schools and create such atmosphere that would attract the students to the school.

In an article 'Marathwada 2000 AD', Dr. Mrs. Kaldate an eminent sociologist had written about 'women's education'.

She had recommended that for the uplift of women in Marathwada region a baseline study of the families needed to be undertaken for which the population as per the census was to be divided into following groups.

- ☐ illiterate and rural women (poor-rich together)
- ☐ urban illiterate women-poor
- ☐ illiterate urban women-rich
- ☐ Rural and urban women who could be entrusted with the work of education literacy and social awareness.

Following were the suggestions made out of the study

- ☐ In order to emancipate the girls and women from the bondage of ignorance the men folk in the society had to be educated to understand the role of education for girls and women in their lives.
- ☐ Youth association, educational institutes, women association to undertake the research activities regarding framing vocational based curriculum for women.

She had opined that, within the span of 15 years, the difficult task of "*Educating the women* " would be accomplished to certain extent.

One more study on education of rural women was undertaken by Dr. B.G. Bokil in 1987. The objectives of this study were

- ☐ to study the factors affecting the completion of primary education of girls and also the factors responsible for non- enrolment of girls in primary schools.
- ☐ to study the economic and social factors adversely affecting girls enrolment relating to primary schools.
- ☐ to study the factors which motivated adult women to learn and
- ☐ to study the ways in which rural people participated in promoting women's education.

The study comprises of 225 village women belonging to age group of 15-50 years, The findings of the study were as under

- ☐ girls from lower income group strata remained out of the schools because of low educational level of the families ;

- ☐ most of the girls left school at the age of 8-9 years to work on the farms and at home;
- ☐ girls from families having a better socio-economic status were enrolled and retained in schools.
- ☐ few girls still had not been enrolled in the school.

The reasons revealing out of this study were

- ☐ distance of the school
- ☐ physically handicapped conditions of some of the children.
- ☐ domestic difficulties on the part of girl.
- ☐ back breaking physical, laborious work for girls in the house and farm.

The above mentioned studies were directly related and throw light on the situation of girls education, which still needs to be improved upon.



CHAPTER V

METHODOLOGY

The tools were prepared by women studies department of N.C.E.R.T. There were interviews schedules for household, dropout girls, non-enrolled girls, teachers, heads of the institutions, community leaders and educational administrators. Similarly for collecting the information about locations, district schedules and village schedules were also prepared. A pilot study was conducted in few families at block level in district Pune, as well as in urban slum population of Aurangabad and Pune districts. Based on the experiences of this tryout, the schedules were modified. Originally, the tools were constructed in English, but were translated in Marathi to facilitate drawing relevant information from the respondents. There was no testing and hence establishing reliability and validity of translated tools was not necessary. Description of the tools is given below.

District schedule

To collect information about the district as a whole as well as for the block selected under the study. This schedule provided contextual information pertaining to the district and block.

Village schedule

To collect information on all educational and other aspects of the village.

Household schedule GS- 1

This schedule was used to get all the information about the household. In the first part, information about the head of the family and his family members was asked. Information on basic amenities was also sought. Parental perceptions on utility of girls education, gender equality and occupational aspirations were collected. Reasons for drop-outs and non- enrollment of girls were also obtained by asking suitable questions.

Drop-out girls schedule GS-2

This schedule collected information of the quantum of household work done by the girls at home. Her perception on gender equality and reasons for learning the school were also received.

Non-enrolled girls schedule GS-3

Perception of the girls who had never enrolled themselves in the formal schools were obtained on the matters of gender equality and reasons for not enrolling in the schools.

Teacher's Schedule GS -4

Teachers views on the wastages and stagnation in primary classes, the reasons for this as well as perceptions on the utility of girls education and gender equality were obtained through this schedule.

Educational Institution's Schedule GS-5

The schedule collected all the information about the school for e./g. the size of the school, no. of teachers their qualifications, no. of students, educational and co- curricular activities.

Community leader's schedule GS-6

This schedule collected information regarding the efforts made by the community leaders to prompt girls education in other villages. Their perception on gender equality and utility of girls education were also sought.

Educational administrator's schedule GS-7

In this schedule perceptions on utility of girls education, gender equality, reasons for stagnations and wastage were collected. In addition, the remedial measures taken to improve the conditions of wastage and stagnation amongst primary school children were also sought.

Methodology

The methodology of the study was a combination of quantitative and qualitative methods of Social Science research. The study adopted the emerging social anthropological techniques of participatory research. The departures in participatory approach compared to conventional approach is indicated below.

Conventional approach

Top to down

Theoretical

Method oriented

Status Quoist

Assumptions based on existing knowledge

Reliance on generalizations

Vertical relationship between the research and research

Pre conceived notions of problems, needs issue and their resolutions

Limited perceptions often truncated and sectoral

Schools as an entry point

Building of theory

Participatory approach

Bottom to up

Process oriented.

People oriented

Change Oriented

Knowledge created in participatory mode

Validity of Specificities

Horizontal, equalitarian relations, blurring of identities.

Identification of problem, issues, needs by the people.

Wholistic, seeing a village or a community as a gestalt organic, links of a intersecting structures - Physical, developmental, social, seeing education as a sub-system in continuous interaction with other subsystems.

Household and community as the entry points, users needs articulated by themselves, solution also offered by them.

Arising out of and culminating into action.

Major Departures

The study was innovative in several dimensions such as

- ☐ Household and the village community were used as the entry point instead of the school .

- The phenomena of dropout and non- enrolment of girls were studies separately. The two phenomena were somewhat similar in nature but not exactly the same. While dropout occurred a child had actually been enrolled, non- enrolment could be due to several reasons, including absence of a school within a convenient distance or at convenient time.
- Since the education of girls was inexplicably linked with the immediate socio- economic and cultural context, the study adopted the anthropological method of taking village a unit of study. As it was well established new primary education really belong to people, and should be their concern, each villager needing to develop a state in its implementation. These village studies had followed the wholistic intersectoral and multidisciplinary framework. They provided location specific analysis and intervention strategies, taking into account the interactive social structures and the development infrastructure, as it impinges on education.

Arising out of the above, the study was process oriented, change oriented, people oriented. The net result was the achievement of common perceptions and commonality of action. The study left none unchanged. Infact it now provides a framework for action by policy planners, administrators, teachers, teacher educators and the community.

The Process

- i) Review of earlier studies and methodologies.
- ii) Exploratory visits to study locations.
- iii) Designing strategies and tests.
 - Sampling.
 - Interview schedules,
 - Guidelines for Investigators for observation of physical, natural, cultural and social context including developmental infrastructure.
 - Quality of physical infrastructure of schools, curricular processes, text books, class room interaction, pupil teacher interaction and school community interactions.
- iv) Field study in eight villages of the block in the district under study.
- v) Analysis of Data, Report writing.

- vi) Feeding of Research Gains into formulation of District Primary Education programme and State level interventions for policies, schemes, programmes and activities for promoting girls education and women's empowerment.

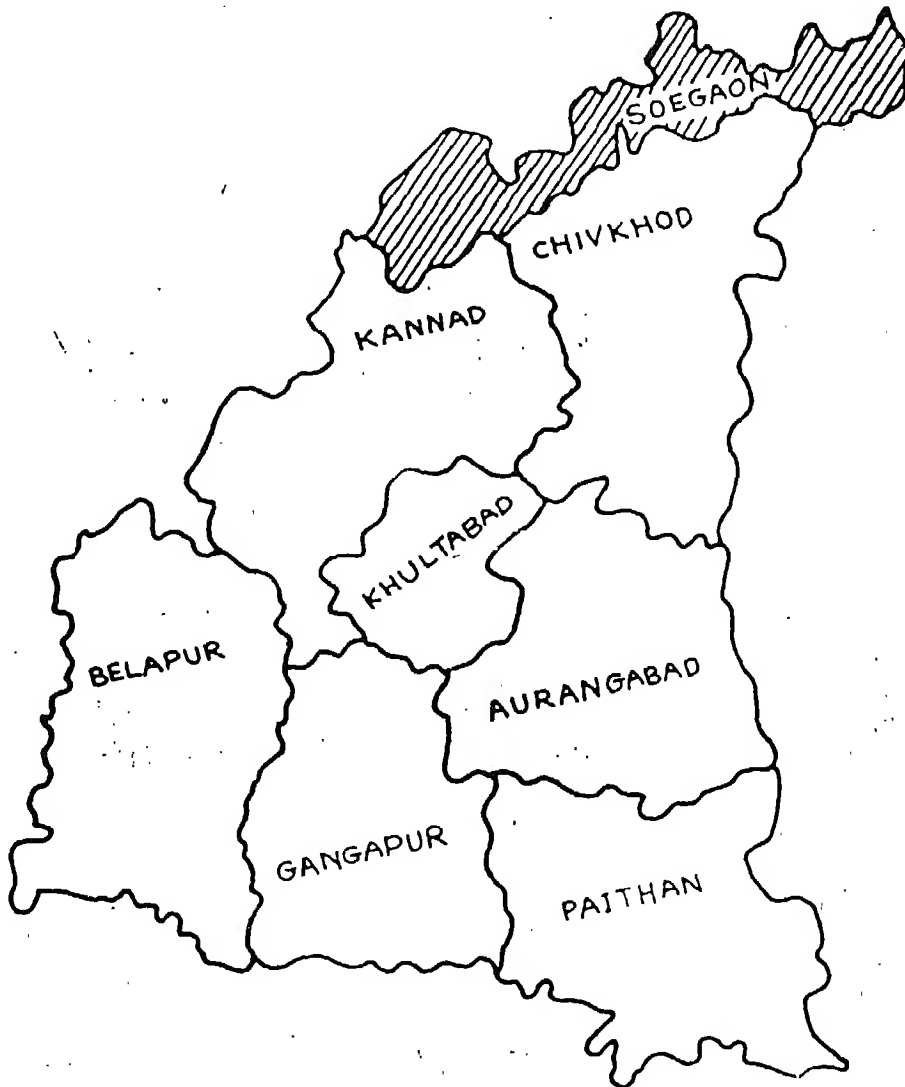
Exploratory visits to study locations helped in giving first hand knowledge and experience for filling up of schedules. General information about layout of the village, caste composition, names and numbers of households were obtained by the Education Officer of the district, contacting some knowledgeable persons e.g. Patwari, Sarpanch before, starting the field work. National map of the village was also drawn. The number of households surveyed per village was fifty. Number of households surveyed from various sections of population was in proportion to the population of respective group. Preferably households with girls was interviewed. All female dropouts and never enrolled, including married girls upto 14 years of age were interviewed. Two case studies of randomly selected dropout and never enrolled girls were also taken. All the items of information were filled in using the codes mentioned in the schedule, a specially designed tool for the purpose.

The project assistants selected for conducting this study were given two days training to acquaint them with the purpose and scope of the Project DPEP and Gender studies. Another objective was to orient these project personnel to tools, techniques and methodology of field research in the project study. During the field visit the field team comprised of minimum two persons. Group discussions were also carried out by the Project team. The group comprised of parents, teachers, administrators, members of Mahila Mandals, community leaders, youth leaders, sarpanch, members of villages Education Committees etc. During the discussion, perceptions of different members on utility of girls education, equality as well as availability, utilization and extent of support services, incentives, like prizes free uniform were obtained. Barriers for girls Education particularly with reference to enrolment, retention and achievement of girls were also discussed.

The Project assistants interviewed the heads of the families, dropout and non-enrolled girls in a simulated condition. Few families from urban slum population were also interviewed by researchers in pair. All the researchers maintained their day to day diary which not only gave the count of the whole day's work but also mentioned their own observations on the surroundings, environment, physical, mental and emotional state of a researcher. The district administrative support was provided to all the researchers. Some of the difficulties faced during data collection were - at few places huts were so small, that one could not enter without crawling. Some of the areas were too unhygienic, many a times drinking water facilities were not available. In few villages especially on the Maharashtra - Andhra Pradesh border, the majority of population was Kannad speaking which was the mother tongue. Communication was difficult and the teacher interpreted the conversation.



AURANGABAD DISTRICT



CHAPTER VI

DISTRICT PROFILE

The location of Aurangabad district is between 19.18 & 20.40 north latitudes & 74.40 & 76.40 east longitudes. It covers an area of 10,107 sq. km.

The physical shape of Aurangabad is roughly triangular. The river Godavari separates the district from district Ahmadnagar on the Southern side. It has dist. Jalgaon in the north dist. Jalna in the east and dist. Nasik in the West.

With a rich historical background Aurangabad the headquarter of Marathwada division and the district is situated on Khamriver. Aurangabad is famous for its silk fabrics such as Himru Mashru and age old Paithani.

Aurangabad is a historic city which has its own attractions and is known worldwide for the places of tourist interest such as Bibika Maqare Panchakki, Aurangabad caves, Deogiri fort Ajanta elora caves, Mhaismal, a beautiful hill station 32 km. from Aurangabad.

Aurangabad is a fast growing city and has been described as one of the fastest growing cities in Asia . The population of the district is 22,09,476 (Male 11,48,190 and Female 10,61,286). 67.22% of the population lives in rural areas of the district.

The density of population is over 400 per sq.km. in urban areas & 150 per sq. km in rural areas. The sex ratio of the district is 922. The percentage of SC & ST population is 13.78 & 3.77 respectively. The literacy ratio of the district is 46.33% with male 56.27% & 27.00 for women.

The main factors of economy is agriculture and animal husbandry. Aurangabad is fast developing industry centre.

In the dist. 73% of the total population is Hindu & the second is 18% Muslim.

District Aurangabad comprises eight Blocks namely Aurangabad, Khultabad, Kannad, Seagaon, Sillod, Paithan, Gangapur & Vaijapur.

District Schedule : AURANGABAD

1. Number of development blocks/talukas/tehsils/ villages/ : 8
2. Area : 10,107 sq.km
3. Population : 2213779
 - i) Density per sq.km. : 219
 - ii) Population by sex : Male Female
1151693 1062086
 - iii) Sex Ratio : 922
 - iv) Percentage of Rural Population : 67.24
 - v) Percentage of SC : 13.78
 - vi) Percentage of ST : 03.77
 - vii) Population by major religions

Buddhist	Christian	Hindu	Jain	Muslim	Sikh	Others
155327	16581	1618318	23523	395953	3418	659

viii) Population by major language spoken

Marathi	Urdu	Hindi	Punjabi	Gujarati	Telgu	Kannad
1550645	395953	123523	3418	65000	23000	35000

4. Physical features and climate : Land form ,rivers ,temperature, rainfall, forestcover minerals etc.
5. Economy
 - i) Agriculture & animal husbandry : 627988
 - ii) Industries : 570
 - iii) Service Sector : 886480

Block Distribution of Population, 1991.

Sr. No.	Name of Dist./ Block	Area in Sq. Km.	No. of Villages	Population		Density of Population per Sq. Km.	Sex Ratio	Percentage of Rural Population
				Male	Female			
A	District	10,107	1,352	11,51,693	10,62,086	219	922	67.24
B	Block							
1	Aurangabad	1,610	221	4,38,712	3,90,741	514	938	34.58
2	Khullabad	518	82	85,786	42,312	170	924	88.54
3	Kannad	1,555	213	1,30,769	1,21,919	163	936	92.13
4	Soegaon	650	83	39,554	37,659	118	955	100.00
5	Sillod	1,517	173	1,52,944	1,44,252	195	952	90.27
6	Paithan	1,428	184	1,23,255	1,17,515	168	554	88.48
7	Gangapur	1,308	226	1,08,051	1,01,351	160	942	91.80
8	Vaijapur	1510	165	1,12,622	1,06,337	145	949	80.47

Distribution of SC / ST - 1991.

Sr. No.	Name of Dist./ Block	Scheduled Castes			Scheduled Tribes			Percentage to total Population	
		Male	Female	Total	Male	Female	Total	SC	ST
A	District	1,58,698	1,46,548	3,05,246	42,870	40,652	83,502	13.79	3.77
B	Block								
1	Aurangabad	75,772	67,867	1,43,539	6,240	5,560	11,800	17.3	1.42
2	Khultabad	5,067	4,847	9,914	2,849	2,608	5,457	11.15	6.19
3	Kannad	12,777	11,835	24,612	8,044	7,400	15,444	9.74	6.11
4	Soegaon	3,986	3,902	7,888	4,514	4,430	8,944	10.21	11.58
5	Sillod	14,187	13,652	27,839	10,232	9,941	20,173	9.36	6.78
6	Paithan	16,378	15,667	32,045	2,525	2,536	5,061	13.3	2.10
7	Gangapur	15,781	14,674	30,455	3,774	3,665	7,439	14.54	3.55
8	Vaijapur	14,850	14,104	28,954	4,692	4,492	9,184	13.22	4.19

Population by Broad Age Group, 1991.

Sr. No.	Block	0 - 6 years		6 - 11 years		11 - 14 years	
		Male	Female	Male	Female		
1	Aurangabad	86679	78140	86806	74225	.71	.68
2	Khultabad	9272	8761	7702	6692		
3	Kannad	26961	25050	24527	19829		
4	Socgaon	8292	7850	6949	5274		
5	Sillod	33415	31823	28673	17002		
6	Paithan	25022	24193	20704	15090		
7	Gangapur	21806	20543	16049	12962		
8	Vaijapur	21049	20495	15061	13165		

1,	Crude birth rate	28.2		
2.	Crude death rate	8.3		
3.	Total marital fertility rate	3.4		
4.	Mean age at marriage	Male 19.9	Female 18.8	Total
5.	Percentage married females in age group	15-19 yrs. -		55.3
6.	Couple protection rate	56.6		
7.	Infant mortality rate	-		
8.	Child mortality rate	22.3		
9.	Maternal mortality rate	3.2		
	Percentage of births attended by trained dais medical personnel	69.8		
	Expectation of life at birth	55 years		

Distribution of workers by Sex and Rural/Urban Areas in 1991 (in percentage)

Sr. No.	Category	Male			Female		
		Rural	Urban	Total	Rural	Urban	Total
DISTRICT							
1	Main Workers	50.95	44.55	48.81	40.34	09.70	30.05
2	Marginal Workers	00.85	00.47	00.72	06.61	00.80	04.75
3	Total Population	34.63	17.38	52.02	32.60	15.37	47.97
STATE							
1	Main Workers	52.05	50.01	51.23	36.08	10.37	26.46
2	Marginal Workers	01.12	00.60	00.91	09.96	01.07	06.63
3	Total Population	31.08	20.60	51.71	30.22	18.05	48.28

Percentage Distribution of main workers in the District, 1991.

Sr. No.	Activity	Rural		Urban		Total	
		Total workers	% of female	Total workers	% of male	Total workers	% of Total
1	Cultivators	355976	40.73	9202	29.67	365178	40.45
2	Agricultural Labours	238212	57.00	13085	46.74	251297	56.47
3	Livestock & Forestry	6466	15.18	4552	8.34	11018	12.36
	Mining & Quarrying	788	31.72	126	14.28	914	29.32
4	Manufacturing - Household Industry	5093	75.33	2860	66.71	7953	72.23
	- Others	24923	11.63	46225	07.20	71148	08.77
5	Construction	5351	15.41	16652	16.25	22003	16.04
6	Trade & Commerce	13953	06.50	36742	06.87	50695	06.76
7	Transport, Storage & Commu.	4673	02.20	15629	01.54	20302	01.69
8	Other Services	26536	11.97	59436	23.61	85972	20.02

Women in Educational Administration

Designation	Total No. of persons	No. & % of women
Block level		
Class II	8	-
Class III	35	1 (2.85 %)
Class IV	-	-
District level		
Class I	2	-
Class II	3	-
Class III	6	-
Class IV	-	-

Literacy Rate for the District, 1991

Population	Rural	Urban	Total
All population			
Male	53.00	59.55	56.27
Female	22.00	32.00	27.00
Total	38.79	61.80	46.33
Scheduled Castes			
Male	-	-	-
Female	-	-	-
Total	-	-	23.90
Scheduled Tribes			
Male	-	-	-
Female	-	-	-
Total	-	-	16.87

Availability of Basic Amenities in Schools in the District

Sr. No.	Educational level	Number of schools having Drinking water		Number of schools having Toilet for girls	
		Rural	Urban	Rural	Urban
1	Primary	296	98	16	50
2	Middle	196	40	18	25
3	Secondary	126	65	34	52
4	Higher Secondary	3	3	2	3

Incentive Schemes

Sr. No.	Name of Scheme	Noumber of Beneficiaries		
		Boys	Girls	Total
1	Free Uniforms	9,291	8,492	17,783
2	Attendance Scholarship	-	5,705	5,705
3	Free Education upto Higher Secondary	-	-	-
4	Free writing material	10,000	10,000	20,000
5	Free stationery	-	-	-
6	Book Bank - Primary			53,405
	- Secondary			9,022
7	Free mid day meal - Milk			28,821
	- Sukhadi			65,764

Teachers by Sex and by Rural Urban Areas in the District

Stage	Male	Female
Pre primary, Primary & Middle		
Rural	4190	1006
Urban	522	1677
Total	4712	2683
N F E		
Rural	80	-
Urban		
Total	80	-

Enrolment Ratio by Sex and by Rural Urban Areas

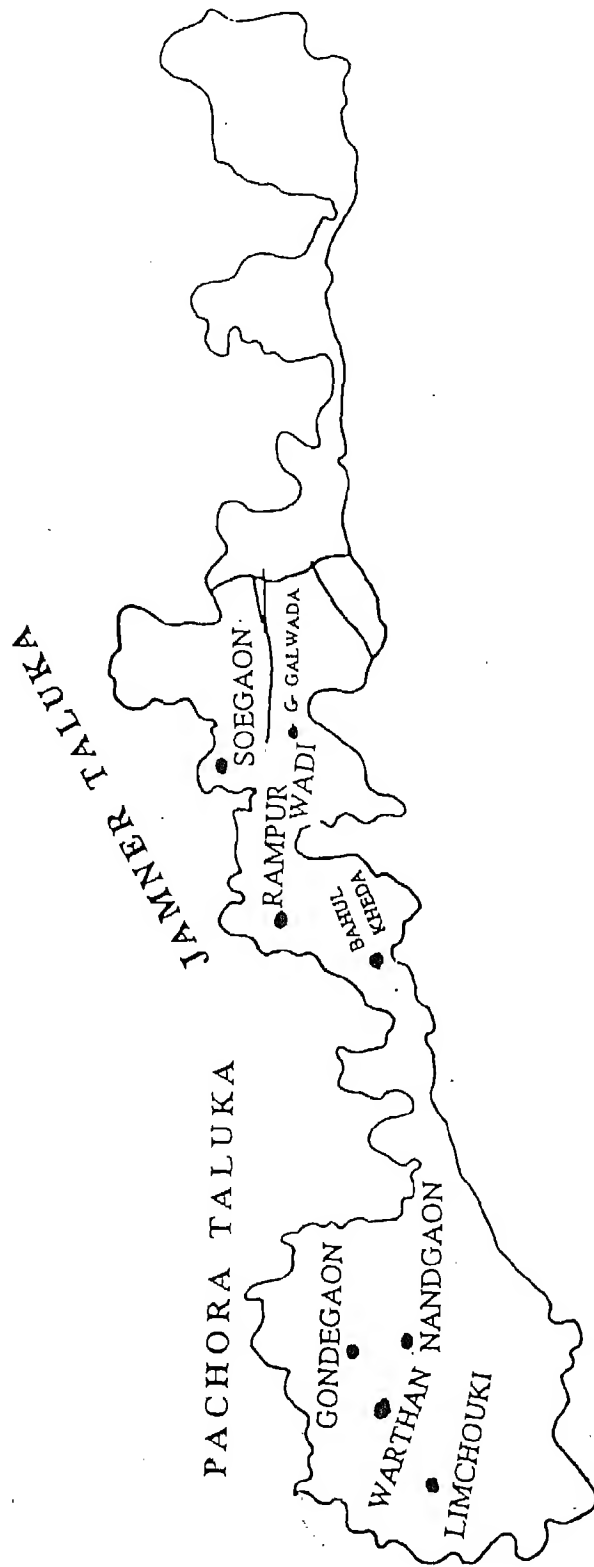
Stage	Rural			Urban		
	Male	Female	Total	Male	Female	Total
All Communities - Primary	80.47	77.45	79.16	70.45	76.17	73.31
Scheduled Castes - Primary	75.83	76.37	76.05	93.56	72.30	71.47
Scheduled Tribes - Primary	64.90	55.31	60.81	80.97	50.21	67.64

Dropout Rates by Sex and by Rural Urban Areas

Stage	Rural			Urban		
	Male	Female	Total	Male	Female	Total
All communities						
Primary	41.40	65.60	51.20	38.10	35.30	36.70
Middle	64.30	77.10	69.90			
Scheduled Castes						
Primary	56.00	70.80	62.60	40.90	36.20	38.50
Middle	71.90	84.60	77.60			
Sheduled Tribes						
Primary	69.90	84.40	75.40	43.30	39.70	41.00
Middle	78.00	88.50	81.30			



SOEGAON TALUKA



BLOCK SOEGAON UNDER STUDY

Block Soegaon in the district was selected for the study on the criteria of low female literacy rate. Soegaon was the underdeveloped block with little transport facilities. It was adjacent to Dist. Jalgaon. The block covers 650 sq.km. area with 83 villages. It comprises 39,554 males & 37,659 females with total population per sq.km. is 118. The sex ratio is 955. The SC & ST population of the block is 10.21% & 11.58% respectively.

The number of primary schools in the block are 79 & 09 schoolless habitations. There are 12,223 children in the age group of 6 to 11 years of age in which 6949 are boys & 5274 girls are enrolled. Between the same age group dropout rate for boys is 52.2% & for girls 71.8.

Villages selected under study

Following 7 villages & 2 schoolless habitations were selected on random basis

- | | | | | |
|----------------------------|-----------------------------|--------------|--------------|-------------|
| 1. Bahulkheda | 2. Galwada | 3. Gondegaon | 4. Kankkrala | 5. Nandgaon |
| 6. Limchouki (schoolless) | 7. Rampurwadi (schoolless) | 8. Soegaon | | |
| 9. Varthan. | | | | |



Village Schedule : Bahulkheda

Village/Locality	:	BAHULKHEDA
Block	:	SOEGAON
Tehsil	:	SOEGAON
District	:	AURANGABAD

Total number of households in village /slum : 236

- Male household	:	220
- Female	:	16

Population and its composition

- by Sex	:	Male	Female	Total
		592	560	1152
- by Caste	:	SC	ST	Others
		115	180	857
- by Religion	:	Hindu	Muslim	Buddhist
- by Language	:	Marathi	Urdu	
- by major occupational groupings	:			
		Fielding		215
		Wiremen		Nil
		Cobbler		Nil
		Carpenter		2

Number of Children in Age Group of 0 - 14 years

Sr. No.	Category	0 - 6 years	6 - 11 years	11 - 14 years	Total 0 - 14 yrs.
	Scheduled Caste				
	Male	29	25	20	74
	Female	30	31	26	87
	Total	59	56	46	161
	Scheduled Tribes				
	Male	25	28	19	72
	Female	29	37	28	94
	Total	54	65	47	166
	Other Communities				
	Male	19	17	16	52
	Female	20	27	17	64
	Total	39	44	33	116
	Total				
	Male	73	76	55	198
	Female	79	95	71	245
	Total	152	165	126	443

Number of Literates and Illiterates as per census, 1991.

Sr. No.	Category	Literates	Illiterates	Total
	Scheduled Caste			
	Male	74	64	143
	Female	21	95	116
	Total	95	164	259
	Scheduled Tribes			
	Male	90	64	154
	Female	45	79	124
	Total	135	143	278
	Other Communities			
	Male	111	22	133
	Female	32	38	70
	Total	143	60	203
	Total			
	Male	273	155	430
	Female	98	212	310
	Total	373	367	740

Number of Teachers

Sr. No.	Type	Male		Female		Persons	
		Total	Trained	Total	Trained	Total	Trained
1	Pre-primary	--	--	1	--	1	--
2	Primary	8	8	--	--	8	8
3	Total	8	8	1	--	9	8

Support Services

Sr.No.	Type	No. of centres	No. of beneficiaries	
			Male	Female
1	Balwadics	1	26	14
2	Adult Eudcation Centres	7	50	20
3	Mahila Mandals	1	--	5

Bahulkheda

It was a small village with the population of 1152 of which males were 592 & females 560. SC & ST population was 9% & 15.6% respectively. Major occupation was agricultural labour 49.5% were illiterate. There was a school upto std. VII in a unhygienic atmosphere, without adequate furniture and rooms. It had eight male teacher & none female teachers. All the teachers except one were living nearby villages. The attendance of the student was very low on the day of the visit. Total no. of children enrolled were 170 boys & 46 girls. There were 161 girls in the age group of 6-14 out of which 29% were enrolled. It had only Balwadi with 40 children where as the no. of children in the age group 0-6 73 males 79 females.

The drinking water facility was available in village but unhygienic conditions were in the village. Size of the family was large in some of the family. In this village a mother having 12 children in the age group of 2 month, to 20 years could remember the names of the classes in which some of them were learning. Prevailing poverty among the families was the main cause for non enrollment of girls in the school.

Village Schedule : Galwada

Village	:	GALWADA (A)		
Block	:	SOEGAON		
Tehsil	:	SOEGAON		
District	:	AURANGABAD		
Total number of households in village	:	252		
- Male headed household	:	232		
- Female headed household	:	20		
Population and its composition	:	1232		
- by Sex	:	Male	Female	Total
		648	584	1232
- by Caste	:	SC	ST	Others
Male		324	203	121
Female		623	289	110
- by Religion	:	Hindu	Buddhist	
		623	609	
- by Language	:	Marathi	1232	
- by major occupational groupings	:	farmer		150
		carpenter		2
		black smith		1
		wiremen		1
		shopkeeper		4
		tailor		2
		cane workers		4
		Agricultural workers		325

Number of Children in Age Group of 0 - 14 years

Sr. No.	Category	0 - 6 years	6 - 11 years	11 - 14 years	Total 0 - 14 yrs.
	Scheduled Caste				
	Male	38	06	04	48
	Female	36	12	06	54
	Total	74	18	10	102
	Scheduled Tribes				
	Male	34	05	02	41
	Female	33	03	06	42
	Total	67	08	08	83
	Other Communities				
	Male	31	03	01	35
	Female	21	01	02	24
	Total	52	04	03	59
	Total				
	Male	103	14	07	124
	Female	90	16	14	120
	Total	193	30	21	244

Number of literate and illiterate as per census

Sr. No.	Category	Literate	Illiterate	Total
	Scheduled Caste			
	Male	221	120	341
	Female	87	167	254
	Total	308	287	595
	Scheduled Tribes			
	Male	216	31	247
	Female	109	149	258
	Total	325	180	505
	Other Communities			
	Male	55	8	63
	Female	59	13	72
	Total	111	21	132
	Total			
	Male	489	159	648
	Female	255	329	584
	Total	744	488	1232

Number of Teachers

Sr. No.	Type	Male		Female		Persons	
		Total	Trained	Total	Trained	Total	Trained
1	Primary	4	4	--	--	4	4

Galwada

It was a small village with total population of 1232 persons with 648 males & 584 females with SC & ST population 49% & 31.8% respectively. & 49% were neo Buddhist by religion. The main occupation was agricultural labour. It had a upper primary school having 112 boys & 77 girls enrolled. With 5 male teachers only. The school building was inadequate. As it was quite near about 2 km. from Block H.Q. Soegaon all the teachers were residing at Soegaon.

There was one Balwadi with 17 boys & 21 girls. Most of families lived in huts surrounding unhygienic atmosphere.



Village Schedule : Gondegaon

Village / Locality	:	GONDEGAON		
Block	:	SOEGAON		
Tehsil	:	SOEGAON		
Total number of households in village/slum :		797		
- Male headed household		756		
- Female headed household		41		
Population and its composition	:	3723		
- by sex	:	Male	1910	
		Female	1813	
- by caste	:	Male	Female	
SC		36	42	
ST		49	57	
Other		1825	1714	
- by religion	:	Male	Female	Total
Hindu		1510	1436	2946
Muslim		400	377	777
- by language	:			
Marathi		2946		
Urdu		777		
- by major occupation	:	Farmer		1200
		wiremen		12
		Agriculture labours		500
		Kirana shopkeeper		19
		Carpenter		11
		Cloth merchant		4
		Blacksmith		2
		Hotel owners		5
		Cobbler		1
		Parpridi		10
		Barber		15
		Service		100
		Tailor		15

Number of Children in Age Group of 0 - 14 years

Sr. No.	Category	0 - 6 years	6 - 11 years	11 - 14 years	Total 0 - 14 yrs.
	Scheduled Caste				
	Male	3	30	15	48
	Female	2	10	5	17
	Total	5	40	20	65
	Scheduled Tribes				
	Male	6	28	14	48
	Female	5	14	2	21
	Total	11	42	16	69
	Other Communities				
	Male	32	433	282	747
	Female	39	272	136	447
	Total	71	705	418	1194
	Total				
	Male	41	491	311	843
	Female	46	296	143	485
	Total	87	757	454	1328

Number of literate and illiterate as per census

Sr. No.	Category	Literate	Illiterate	Total
	Scheduled Caste			
	Male	10	26	36
	Female	5	37	42
	Total	15	63	78
	Scheduled Tribes			
	Male	7	42	49
	Female	3	54	57
	Total	10	96	106
	Other Communities			
	Male	1756	69	1825
	Female	1439	275	1714
	Total	3195	344	3539
	Total			
	Male	1773	137	1910
	Female	1447	366	1813
	Total	3220	503	3723

Number of Teachers

Sr. No.	Type	Male		Female		Persons	
		Total	Trained	Total	Trained	Total	Trained
1	Pre-primary	--	--	1	--	1	--
2	Primary	8	7	1	1	9	8
3	Middle	10	10	3	3	13	13
	Total	18	17	5	4	23	21

Gondegaon

The village had total population of 3723 persons out of which 1910 males & 1913 were females. SC & ST population was 2% & 2% respectively. According to religion 79% were Hindus & 21% Muslim. The main occupation was agricultural labours & cultivators. It had upper primary & aided Higher Secondary School. There were 9 primary school teachers with only one lady teacher. 14% was illiterate population. The no. of girls in the age of 6.14 was 439 out of which only 44.6 percent area in the school. About 55% of the girls out of school.

VILLAGE SCHEDULE : KANKORLA

Village / Locality	:	KANKORLA		
Block :	:	SOEGAON		
Tehsil	:	SOEGAON		
District	:	AURANGABAD		
Total number of households in village/slum :		112		
- Male headed household		92		
- Female headed household		20		
Population and its composition	:	Male	Female	Total
- by Sex	:	292	282	574
- by Caste				
SC		92	80	172
ST		20	18	38
Others		180	184	364
- by Religion				
Hindu		175	182	567
Buddhist		112	98	210
Muslim		4	3	7
- by Language	:	Marathi	567	
- by major occupational groupings	:	Farmers		225
		Agriculture labour		125
		Carpenter		2
		Tailor		1

Number of Children in Age Group of 0 - 14 years

Sr. No.	Category	0 - 6 years	6 - 11 years	11 - 14 years	Total 0 - 14 yrs.
	Scheduled Caste				
	Male	11	08	02	21
	Female	11	05	01	07
	Total	22	13	03	28
	Scheduled Tribes				
	Male	05	03	01	09
	Female	05	01	02	08
	Total	10	04	03	17
	Other Communities				
	Male	15	19	07	51
	Female	20	24	10	45
	Total	35	53	17	96
	Total				
	Male	31	40	10	81
	Female	36	30	04	70
	Total	67	70	14	151

Number of literate and illiterate as per census

Sr. No.	Category	Literate	Illiterate	Total
	Scheduled Caste			
	Male	22	23	45
	Female	11	30	41
	Total	33	53	86
	Scheduled Tribes			
	Male	18	15	33
	Female	07	20	27
	Total	25	35	60
	Other Communities			
	Male	110	09	119
	Female	125	44	169
	Total	235	53	288
	Total			
	Male	150	47	197
	Female	143	94	237
	Total	293	141	434

Number of Teachers

Sr. No.	Type	Male		Female		Persons	
		Total	Trained	Total	Trained	Total	Trained
1	Primary	02	02				
2	Total	02	02				

Kankarala

Kankarala was a small village with total population of 574 with male 292 & female 282. SC percentage was 30%. It had a primary school upto IV with two male teachers and 37 boys, 32 girls enrolled. The school has two rooms with in adequate furniture. The Block head quarter was 5 km so the teachers were residing at Soegaon.

Village Schedule : Nandegaon

Village Locality	:	NANDEGAON		
Block	:	SOEGAON		
Tehsil	:	SOEGAON		
District	:	AURANGABAD		
Total number of households in village/slum	:	234		
- Male headed household		223		
- Female headed household		11		
Population and its composition	:	Male	Female	Total
- by Sex	:	571	548	1119
- by Caste	:			
SC		89	78	
ST		121	119	
Other		361	351	
Total		571	548	
- by religion	:	Hindu	Muslim	Baudhs
- by major occupational groupings	:	Carpenter		2
		Tailor		1
		Barber		1
		Shopkeeper		2

Number of Children in Age Group of 0 - 14 years

Sr. No.	Category	0 - 6 years	6 - 11 years	11 - 14 years	Total 0 - 14 yrs.
	Scheduled Caste				
	Male	19	15	7	41
	Female	23	19	8	50
	Total	42	34	15	91
	Scheduled Tribes				
	Male	21	24	9	54
	Female	26	27	11	64
	Total	47	51	20	118
	Other Communities				
	Male	28	23	12	63
	Female	30	26	13	69
	Total	58	49	25	132
	Total				
	Male	68	62	28	158
	Female	79	72	32	183
	Total	147	134	60	341

Number of literate and illiterate as per census

Sr. No.	Category	Literate	Illiterate	Total
	Scheduled Caste			
	Male	24	29	53
	Female	10	44	54
	Total	34	73	107
	Scheduled Tribes			
	Male	14	27	41
	Female	3	31	34
	Total	17	58	75
	Other Communities			
	Male	147	48	195
	Female	94	34	128
	Total	241	82	323
	Total			
	Male	185	104	289
	Female	107	109	216
	Total	292	213	505

Number of Teachers

Sr. No.	Type	Male		Female		Persons	
		Total	Trained	Total	Trained	Total	Trained
	Primary	2	2	--	--	2	2

Nandegaon

Nandegaon

A village with population 1119, of which 571 Male & 548 female. ST & SC population was 167 & 240 respectively. The main occupation was casual labours. It had a primary school with two male teachers. There were 30 boys & 34 girls on the roll.



Village Schedule : Nimchouki (Nim bayati - wadi)

Village / Locality	:	Nimchouki (wadi)		
Block	:	Sonegaon		
Tehsil	:	Sonegaon		
District	:	AURANGABAD		
Total number of household in village/slum	:	30		
- Male headed household		28		
- Female headed household		2		
Population and its composition	:	Male	Female	Total
-by sex	:	87	84	171
- by caste	:			
SC		2	2	4
ST		39	50	89
Other		46	50	96
- by religion	:			
Hindu		85		
Muslim		7		
- by language	:			
Marathi		164		
Urdu		7		
Kannad		5		
- by major occupational groupings	:	Farmers	30	

Number of Children in Age Group of 0 - 14 years

Sr. No.	Category	0 - 6 years	6 - 11 years	11 - 14 years	Total 0 - 14 yrs.
	Scheduled Caste				
	Male	--		--	----
	Female	--	--	1	1
	Total	--	---	1	11
	Scheduled Tribes				
	Male	06	07	03	16
	Female	02	04	05	11
	Total	08	11	08	27
	Other Communities				
	Male	06	05	06	17
	Female	10	13	07	30
	Total	10	18	13	47
	Total				
	Male	12	12	09	33
	Female	12	17	13	42
	Total	24	29	22	75

Number of literate and illiterate as per census

Sr. No.	Category	Literate	Illiterate	Total
	Scheduled Caste			
	Male	01	01	02
	Female	00	02	02
	Total	01	03	04
	Scheduled Tribes			
	Male	22	11	33
	Female	08	24	32
	Total	30	35	65
	Other Communities			
	Male	26	26	42
	Female	07	43	50
	Total	33	69	102
	Total			
	Male	49	38	87
	Female	15	69	84
	Total	64	107	171

Nimchouki (Nim bayati wadi)

It was a small schoolless habitation with 171 population with 50% ST. Population. The main occupation was that of fisheries. There were 29 boys and 22 girls in the age of 6 to 14 years who were out of school. There was no Anganwadi or Balwadi. One Anganwadi with preprimary school could be started.

Village Schedule : Rampurwadi

Village / Locality	:	RAMPURWADI		
Block	:	P.S. SOEGAON		
Tehsil	:	SOEGAON		
District	:	AURANGABAD		
Total number of household in village/slum	:	34		
- Male headed household		30		
- Female headed household		4		
Population and its composition	:	Male	Female	Total
- by Sex		57	51	108
- by Caste - Bhilla		73	77	150
- by religion Hindu				
- by language Maratha				
- by major occupational groupings	:	Farmer		-
		Agriculture Labour		112
		Carpenter		-
		Black Smith		-
		Barber		-
		Tailor		-
		Wiremen		-
		Maker Mecer		-
		Cobbler		-

Number of Children in Age Group of 0 - 14 years

Sr. No.	Category	0 - 6 years	6 - 11 years	11 - 14 years	Total 0 - 14 yrs.
	Scheduled Tribes				
	Male	7	6	2	15
	Female	15	5	3	23
	Total	22	11	5	38
	Total				
	Male	7	6	2	15
	Female	15	5	3	23
	Total	22	11	5	38

Number of literate and illiterate as per census

Sr. No.	Category	Literate	Illiterate	Total
	Scheduled Tribes			
	Male	--	58	58
	Female	--	54	54
	Total	--	112	112
	Total			
	Male	--	58	58
	Female	--	54	54
	Total	--	112	112

Rumpurawadi

A small habitation of 150 persons belonging to st. Bhill Community. Almost all of them casual labours who had to go a migrate during harvest season. Only old and children of 6-11 age group who lived in the small huts along with livestock of sheep, poultry, comests-

They were living in a unhygienic conditions. A anganwadi and a peripatetic school was required there.

Village Schedule : Warthan

Village / Locality	:	WARTHAN		
Block	:	SOEGAON		
Tehsil	:	SOEGAON		
District	:	AURANGABAD		
Total number of households in village/slum :		392		
- Male headed household		390		
- Female headed household		02		
Population and its composition	:	Male	Female	Total
- by Sex		1109	1009	2118
- by Caste				
SC		122	106	218
ST		012	008	020
Others		975	995	1970
- by Religion	:			
Muslim		179	137	316
Hindu		930	872	1809
- by language	:			
Marathi		930	872	1809
Urdu		179	137	316
- by major occupational groupings	:			
		Farmer		140
		Worker		370
		Carpenter		4
		Tailor		10
		Cobbler		3
		Barber		2
		Wiremen		1
		Claymacler		1
		Floor mill		1
		Shopkeeper		3
		Service		2

Number of Children in Age Group of 0 - 14 years

Sr. No.	Category	0 - 6 years	6 - 11 years	11 - 14 years	Total 0 - 14 yrs.
	Scheduled Caste				
	Male	29	23	09	61
	male	24	18	14	46
	Total	53	41	13	107
	Scheduled Tribes				
	Male	01	03	--	04
	Female	01	04	--	05
	Total	02	07	--	09
	Other Communities				
	Male	161	118	61	340
	Female	163	115	38	316
	Total	324	233	99	656
	Total				
	Male	191	144	70	405
	Female	188	137	42	367
	Total	379	231	112	772

Number of literate and illiterate as per census

Sr. No.	Category	Literate	Illiterate	Total
	Scheduled Caste			
	Male	76	46	122
	Female	39	67	106
	Total	115	113	228
	Scheduled Tribes			
	Male	10	02	12
	Female	06	02	08
	Total	16	04	20
	Other Communities			
	Male	795	130	975
	Female	497	398	895
	Total	1292	578	1870
	Total			
	Male	881	228	1109
	Female	542	467	1009
	Total	1423	695	2118

Number of Teachers

Sr. No.	Type	Male		Female		Persons	
		Total	Trained	Total	Trained	Total	Trained
	pre-primary	--	--	1	--	1	--
	Primary	3	3	1	1	4	4
	Middle	3	3	--	--	3	3
	Total	6	6	2	1	8	7

Support services

Sr.No.	Type	No. of centres	No. of beneficiaries	
			Male	Female
1	Balwadies	1	34	36
2	Adult Education Centre	8	40	40
	Mahila Mandals	1	--	15

Warthan

Warthan was a village with black cotton soil. The main occupation was agricultural labour and cultivators. It had population of 2118 persons with 1109 male 1009 female. It had a upper primary school with 7 teachers including one female teacher. There were 393 children in the age a6-15 and out of which 354 enrolled in the school.



Village Schedule : Soegaon

Village / Locality	:	SOEGAON		
Block	:	SOEGAON		
Tehsil	:	SOEGAON		
District	:	AURANGABAD		
Total number of households in village/slum :		1795		
- Male headed household		1195		
- Female headed household				
Population and its composition	:	Male	Female	Total
- by Sex		3149	3002	6151
- by Caste	:			
SC		303	188	
ST		275	263	
Other		2571	2436	
- by Religion	:			
Hindu		5410		
Muslim		250		
Buddhist		491		
Sikh		445		
- by language	:	Marathi	5901	
		Urdu	250	
- by major occupational groupings	:	Farmer		525
		Painter		2
		Doctor		3
		Agriculturist		1500
		Shopkeeper		25
		Barber		1
		Carpenter		9
		Tailor		27
		Electrician		15
		Black Smith		5
		TV Repairer		2
		Motor		5
		Hotel owner		15
		Muslim		7
		Pan Bidi Shop		19
		Workshop		10
		Clay maker		5
		Palaver		2

Number of Children in Age Group of 0 - 14 years

Sr. No.	Category	0 - 6 years	6 - 11 years	11 - 14 years	Total 0 - 14 yrs.
	Scheduled Caste				
	Male	54	36	24	114
	Female	47	41	26	114
	Total	101	77	50	228
	Scheduled Tribes				
	Male	32	27	11	70
	Female	43	31	19	93
	Total	75	58	30	163
	Other Communities				
	Male	214	232	157	603
	Female	249	247	117	613
	Total	463	479	274	1216
	Total				
	Male	300	295	192	787
	Female	339	319	162	820
	Total	639	614	354	1607

Number of literate and illiterate as per census

Sr. No.	Category	Literate	Illiterate	Total
	Scheduled Caste			
	Male	125	178	303
	Female	75	113	188
	Total	200	291	491
	Scheduled Tribes			
	Male	115	160	275
	Female	78	185	263
	Total	193	345	538
	Other Communities			
	Male	1781	790	2571
	Female	978	1573	2551
	Total	2759	2363	5122
	Total			
	Male	2021	1128	3149
	Female	1131	1871	2992
	Total	3152	2999	6191

Number of Teachers

Sr. No.	Type	Male		Female		Persons	
		Total	Trained	Total	Trained	Total	Trained
	Primary	9	9	3	2	12	11
	Total	9	9	3	2	12	11

Support services

Sr. No.	Type	No. of centres	No. of beneficiaries	
			Male	Female
1	Balwadies	2	65	72
2	Adult Education Centres	1	21	18

Soegaon

Soegaon was the head quarter of the Block with population 6151 out of which male 2571 & female 2436 SC & ST percentage of population was 10% each. It had 2 primary schools, one High school & one College. Once Soegaon was famous for cultural activities particular drama.

Distribution of population according to caste

Table -1

Sr. No.	Name of village	SC				ST				OBC				Others				Total
		F	M	T	%	F	M	T	%	F	M	T	%	F	M	T	%	
1	Bhulkheda	9	7	16	10	24	29	53	32	36	26	62	38.2	19	12	31	19.1	162
2	Galwada	51	44	95	36	41	41	82	31.2	40	31	71	27.0	8	6	14	5.3	262
3	Gondegaon	7	4	11	4	2	1	3	1.0	39	24	63	23.0	103	93	196	71.1	273
4	Kankrala	23	21	44	16.7	16	17	33	12.5	23	27	50	19.0	61	74	135	51.5	262
5	Nandgaon	10	7	17	6.8	15	10	25	10.0	51	56	107	42.9	50	50	100	40	249
6	L. Chouki	5	8	13	8.6	17	27	44	29.1	4	5	9	5.9	41	44	85	56.2	151
7	R. wadi	--	--	--	--	28	19	47	92	3	1	4	7.8	--	--	--	--	51
8	Soegaon	12	10	22	9.3	29	21	50	21.1	62	52	114	48.3	29	21	50	21.1	236
9	Vathan	8	5	13	4.4	37	33	70	22.7	54	44	98	33.2	60	54	114	38.6	295
10	Urban slum	104	88	192	94	--	--	--	--	--	--	--	--	4	8	12	5.8	204
	Total	229	194	423	19.77	209	198	407	18.9	312	266	578	26.9	375	362	737	34.3	2145

District : Aurangabad

Block : Soegaon

Table - 2

Distribution of population according to mother tongue

Sr. No.	Name of village	Hindi			Marathi			Urdu			Others			Total
		F	M	T	%	F	M	T	%	F	M	T	%	
1	Bhulkheda	3	4	7	4.3	67	59	126	77	10	06	06	9.8	162
2	Galwada	--	--	--	--	122	140	262	100	--	--	--	--	262
3	Gondegaon	24	23	47	17.2	106	79	185	67.7	20	18	38	13.9	273
4	Kankrala	--	--	--	--	115	131	246	93.8	--	--	--	--	262
5	Nandgaon	--	--	--	--	126	123	249	100	--	--	--	--	249
6	L. Chouki	--	--	--	--	63	77	140	92.7	--	--	--	--	151
7	R. wadi	--	--	--	--	31	20	51	100	--	--	--	--	51
8	Soegaon	4	5	9	3.8	115	89	204	86.4	12	11	23	9.7	236
9	Vathan	13	9	22	74	99	82	181	61.3	45	41	86	29.1	295
10	Urban slum	--	--	--	--	104	88	192	94.1	4	8	12	5.8	204
	Total	44	41	85	3.9	948	888	1836	85.5	91	84	175	8.1	2145

Distribution of population according to religion

Table : 3

Sr. No.	Name of village	Hindu			Muslim			Others			Total
		F	M	T	%	F	M	T	%	T	
1	Bhulkheda	53	44	97	60	35	30	65	--	--	162
2	Galwada	100	87	187	71	--	--	--	--	75	262
3	Gondegaon	115	86	201	74	36	36	72	20	--	273
4	Kankrala	99	118	217	83	--	--	--	--	45	262
5	Nandgaon	121	119	240	96	--	--	--	--	9	249
6	L. Chouki	64	79	143	95	--	--	--	--	8	151
7	R. wadi	31	20	51	100	--	--	--	--	--	51
8	Soegaon	104	79	183	78	16	15	31	13	10	236
9	Vathan	90	89	179	61	49	41	90	31	11	295
10	Urban slum	7	4	11	5	4	8	12	6	84	204
	Total	784	725	1509	70	140	130	270	12.5	170	2145

The sample had 70% of Hindus which was the highest amongst all the villages 12.5 of the sample belongs to Muslim community. Population with other religion comprised of majority of neo-Budhist.

Percentage of Population according to Broad Age Group

Age Group	Female	Male	Total
0 -5	108	100	208
6 - 14	424	391	815
15 - 21	087	081	168
22 - 40	326	300	626
41 - 60	121	112	233
60 +	033	031	064
Total	1099	1015	2114

The highest No. of persons were in the age group of (6-14) years & second highest in the age group of (22-40) years.

In all the broad category groups the number of families outnumbered the males.

Average size of household (Table - 4)

The average size of the in SC category 5.5 in ST & other 5.

Average size of household

Table - 4

Sr. No.	Name of village	Name of household				Total population				Average size of household		
		SC	ST	Other	Total	SC	ST	Other	Total	SC	ST	Other
1	Bhulkheda	3	10	19	32	16	53	93	162	5.5	5.5	4.3
2	Galwada	17	16	17	50	95	82	85	262	5.5	5.5	5
3	Gondegaon	2	1	47	50	11	3	259	273	5.5	1	5.5
4	Kankrala	9	6	35	50	44	33	185	262	4.5	5.5	5.5
5	Nandgaon	6	6	38	50	17	25	207	249	2.5	4.5	5.5
6	L. Chouki	2	9	14	25	13	44	94	151	6.5	4.9	6.5
7	R. wadi	--	10	01	11	--	47	04	51	--	4.5	1
8	Soegaon	4	11	35	50	22	50	164	236	5.5	4.5	6.7
9	Vathan	3	11	36	50	13	70	212	295	6	6.5	8
10	Urban slum	38	--	2	40	192	--	12	204	5.5	--	6
	Total	84	80	244	408	423	407	1415	1199			

The average size of the SC category 5.5 in ST & other 5.

Basic Amenities Source of drinking water, distance from home.

Sr. No.	Name of the Village	Tap %	Well %	5 Km & above %	1 Km %
1	Bhulkheda	31	68	100	0
2	Galwada	80	20	94	6
3	Gondegaon	96	4	100	0
4	Kankarala	46	54	96	4
5	Nandgaon	86	6	86	6
6	Nimchouki	24	76	92	8
7	Rampurwadi	63	36	100	0
8	Soegaon	98	2	96	4
9	Warthan	100	0	100	0
10	A. Urban slum	84	16	98	2

In almost all the villages the source of water was Tap or well.

Electricity

All the villages had been provided electricity. Duly 30% of the families had electric connection & 70% of the household had no electricity connections in the house.

Toilet

98% percent of the sample population had no close toilet facility. They had to use open space for the purpose. It adversely effects particularly the women folk.

Drainage

657 of the household had no drainage facility 15% had soak pits and 10% had close drainage.

Fuel

91% of the population used cowdung or wood as fuel and only 77 used kerosene. Maturely making of cowdung cakes and collecting wood for fuel was the main household work for the women and particularly the girls at the cost of their education.

Housings

It was found that in the villages Soegaon, Bhulkheda Galwada & Gondegaon Kankrala had 2 or 3 rooms pucca houses alongwith huts, In D. Chouki Rampurwadi and Warthan Aurangabad slum there were small huts. It was observed that at time the family had to reside in the small hut with cattle also such as goats sheep etc. No attractive or hygienic atmosphere was found in the houses for the children to study.

Percentage distribution of household by level of per household income per annum (Table - 5)

Majority of the house hold had the annual income between 3000-6000 as 34% & 30% respectively. Only 9% of the families had the income more than 15,000 Low income Status of the families revealed the prevailing poverty The main reason for children's non-enrolment & dropout particularly of Girls.

Distribution of Population according to Occupation

Total	Farmer	Worker	P.Traders	D.Worke	Service	Educa.	V.Artisa	other	N.A.
2145	308	731	20	18	20	210	4	20	807
%	14.4	34.2	0.9	0.8	0.9	9.8	0.2	0.9	37.7
1321	23.3	55.3	21.3						

The sample consisted of 408 families with a total number of 2145 persons in the different age group out of this 1321 persons both male & female were working persons.

As revealed from the above figures it wads 23.3% of the working force were farmers.

The others category included big farmers and small farmers.

The next category of workers was casual workers which was 55.3%

Percentage distribution of household by level of per household income per annum.

Table - 5

Sr. No.	Name of village	House hold	3000	%	6000	%	9000	%	12000	%	15000	%	12000	%
1	Bhulkheda	32	6	18	17	53	9	28	0	0	0	0	0	0
2	Galwada	50	15	30	27	54	6	12	2	4	0	0	0	0
3	Gondegaon	50	18	36	11	22	12	24	6	12	2	4	1	2
4	Kankrala	50	15	30	15	30	11	22	7	14	2	4	0	0
5	Nandgaon	50	15	30	20	40	12	24	2	4	1	2	0	0
6	L. Chouki	25	5	20	10	40	1	4	6	24	3	12	0	0
7	R. wadi	11	5	45	5	45	1	9	0	0	0	0	0	0
8	Soegaon	50	19	38	13	26	10	20	6	12	2	4	0	0
9	Vathan	40	33	82	3	7	2	5	1	2	0	0	0	0
10	Urban slum	50	28	56	1	2	20	40	1	2	0	0	0	0
	Total	408	139	34	122	30	84	21	31	7	10	2	1	0

Majority of the household had the annual income between 3000-6000 as 34% & 30% respectively. Only 9% of the families had the income more than 15,000 low Income. Status of the families revealed the prevailing poverty. The main reason for children's non-enrolment & dropout particularly girls.

Only 21.3% of the total working force was occupied in service petty traders.

Distribution of Population by Educational Level (Table - 6)

Percentage distribution of sample 6+ educational level indicated out of 1789 persons 47% were illiterate 31.2% educated upto primary level 13% educated upto upper primary level & only 8% were educated upto high school & above.

Illiteracy of parents was one of the reasons for dropout and non enrolment.

Distribution of School going and out of school Children by Broad age group and Caste (Table - 7)

Total no. of children in the age group of 6-14 were 751 out of which 396 girls & 355 boys. Only 35% of the girls were enrolled in the school & 65% of the boys.

No of out of school girls was quite alarming special drive for enrollment had to be launched vigorously. The no. of children attending upper primary classes was less than the children attending the primary classes.

Distribution of population by educational level

Table - 6

Sr. No.	Name of village	Illiterate				Primary				Middle				Higher & above				Total
		F	M	T	%	F	M	T	%	F	M	T	%	F	M	T	%	
1	Bhulkheda	45	42	87	60.7	18	17	35	24.4	10	8	18	12.5	1	2	3	2	143
2	Galwada	60	56	116	49.17	42	38	80	33.8	11	8	19	8.5	10	11	21	8.8	236
3	Gondegaon	40	37	77	35.6	45	41	86	39.8	18	17	35	16.2	8	11	18	8.3	216
4	Kankrala	36	34	70	33.4	50	45	95	45.4	27	25	52	24.8	10	11	21	10	209
5	Nandgaon	52	47	99	57.5	29	26	55	32.3	6	4	10	5.8	3	5	8	4.6	172
6	L. Chouki	20	18	38	51.3	10	8	18	35.2	5	3	8	10.8	5	5	10	13.5	74
7	R. wadi	20	19	39	86.6	4	2	6	13.3	0	0	0	0	0	0	0	0	45
8	Soegaon	63	57	120	56.8	25	22	47	22.2	14	12	26	12.3	8	10	18	8.5	211
9	Vathan	47	44	91	35.1	45	41	86	33.2	17	15	32	12.3	24	26	50	19.3	259
10	Urban slum	55	50	105	53.8	27	24	51	26.1	18	16	34	17.4	2	3	5	2.5	195
	Total	438	404	842	47	295	264	559	31.2	126	108	234	13.0	71	83	154	8.6	1789

Table - 7

Distribution of population according to caste

Sr. No.	Name of village	School going										Non school going					
		6-11					11-14										
		SC		ST		Others		SC		ST		Others		SC		ST	
		F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M
1	Bhulkheda	3	1	3	8	7	9	--	--	--	--	--	--	2	0	7	2
2	Galwada	20	16	6	14	11	16	--	--	1	0	3	0	3	13	2	14
3	Gondegaon	2	1	1	1	13	19	--	--	--	--	1	2	--	--	--	24
4	Kankrala	2	4	7	8	30	37	--	--	--	--	1	1	5	3	3	0
5	Nandgaon	3	1	0	1	7	7	--	--	--	--	--	--	1	1	4	0
6	L. Chouki	--	--	--	--	--	--	--	--	--	--	--	--	0	2	2	2
7	R. wadi	--	--	--	--	--	--	--	--	--	--	--	--	--	--	14	3
8	Soegaon	10	14	3	15	9	13	--	--	1	3	3	1	--	--	1	7
9	Vathan	3	1	4	4	24	19	--	--	--	--	5	2	4	1	2	1
10	Urban slum	33	27	--	--	1	2	0	1	--	--	--	--	15	10	--	--
	Total	76	65	23	51	102	112	0	1	2	3	13	6	30	30	35	29
																115	58

Total No. of children in the age group of 6-14 were 751 out of which 396 girls & 355 boys. Only 35% of the girls were enrolled in the school & 65% of the boys.

Expenditure on Education per head

Sr. No.	Name of the Village	SC			ST			Others		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1	Bhulkhedda	(1)	100 (2)	3	125 (6)	100 (1)	7	142 (16)	140 (12)	28
2	Galwada	114 (12)	133 (12)	24	104 (20)	120 (6)	26	165 (10)	130 (13)	23
3	Godegaon	-	-	-	104 (20)	120 (6)	26	165 (10)	130 (13)	23
4	Kankarala	172 (9)	50 (1)	10	133 (3)	108 (6)	9	151 (39)	142 (2)	65
5	Nandgaon	-	58 (3)	3	100 (1)	100 (1)	2	152 (15)	100 (10)	25
6	Nimchouki	-	-	-	-	-	-	-	-	-
7	Rampurawadi	-	-	-	-	-	-	-	-	-
8	Socgaon	240 (5)	100 (1)	6	150 (1)	-	1	107 (1)	100 (8)	22
9	Vauthan	100 (1)	-	1	137 (4)	90 (5)	9	130 (25)	101 (21)	40
10	A. Urban slum	112 (27)	91 (23)	50	-	-	-	200 (3)	133 (3)	6

The expenditure on girls student incurred was less than the boys.

Perception of different categories of repondents on factors reponsible for non-enrollment of girls. (in percentage)

No.	Category	1	2	3	4	5	6	7	8	9	10
1	Parents	80	80	81	81	73	45	20	-	36	40
2	Girls non-enrolment	80	89	92	82	67	53	32	29	47	57
3	Teachers	29	53	67	80	59	35	40	41	63	24
4	Head of the Institution	43	48	58	59	44	22	44	44	31	27
5	Education Adnimistation	48	59	44	41	37	41	37	37	37	51

Reasons

- i) Poverty ii) Need of work for income earning. iii) Household work
iv) Sibling care v) Illiterate parents vi) Inconvenient school timings
vii) Lady teachers appointments viii) Separate girls school
ix) Absence of child care centres x) Early marriages, social taboos, etc.

More than 80% of girls non enrolled the parents teachers Head of the institution observed that poverty House hold work, siblings care, illiterate parents were the main reasons for the non enrollment.

Only 47% of the girls never enrolled desired separate school for them. Appointment of Lady teacher was not the main reason for non-enrolment as per opinion expressed by different agencies.

Perception of different categories of respondents on factors reponsible for dropouts of girls.

No.	Category	1	2	3	4	5	6	7	8	9	10	11
1	Parents	80	70	-	-	54	52	72	35	43	-	18
2	Teachers	45	67	49	74	55	45	71	04	18	57	45
3	Head of the Institution	30	58	76	69	42	53	44	49	20	49	51
4	Head of the Institution	39	48	37	44	33	41	44	44	52	41	30

Reasons

- | | | |
|--|----------------------------------|--------------------------------|
| i) Poverty | ii) To support family income | iii) Domestic work |
| iv) Sibling care | v) Absence of child care centres | |
| vi) Early marriages, social taboos, etc. | | vii) Illiterate parents |
| viii) schools away from home | | ix) Separate girls school |
| x) Inconvenient school timings | | xi) Lady teachers appointments |

More than 65% parents teachers & head master thought that the main reason for the dropout were poverty domestic work siblings care 60% of the educational administrators observed that lack of children care centres & inconvenient school timing were the reason of the dropout.

Dist. : Aurangabad

Block : Soegaon

Educational aspiration of parents for children

Responses of parents in the households surveyed suggested that all the parents irrespective of their social strata keenly desired to educate their children, both boys & girls equally majority of the parents. i.e. 38% wanted to educate their boys & girls upto secondary level 22% of the respondents expressed their desire to educate their children upto graduation. The parents seemed to be interested in the education of the children.

Dist. : Aurangabad

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Occupational Aspiration of parents for children

As far as the aspiration are concerned 39% of the parents could not decide the occupational aspirations for the children 12% of the parents aspired for teaching profession for their children. 22% of the parents wanted the children to become doctors.

Bulk of parents see the girls as teachers and nurses whereas for boys Govt. services.

Distribution of responses from parents on requirement of educational and occupational programmes for education of girls. (Percentage of responses)

Sr. No.	Name of the Village	1	2	3	4	5
1	Bhulkheda	87	87	71	59	22
2	Galwada	56	76	78	56	24
3	Godegaon	100	62	72	46	24
4	Kankarala	74	98	98	66	36
5	Nandgaon	96	44	48	48	12
6	Nimchouki	97	46	66	29	14
7	R.ampurawadi	81	81	81	81	09
8	Socgaon	62	86	88	66	35
9	Vatthan	94	54	90	52	23
10	A. Urban slum	12	100	100	100	40

Programmes

- | | |
|--|-----------------|
| i) Literacy programmes | ii) NFE Centres |
| iii) Occupational schemes to increase the income of the family | |
| iv) Health / Nutrition Programmes | v) Library |

The parents showed their great concerned about the occupational schemes for income earning of the family. Next to that literacy programmes & NFE Centres were on priority.

Suggestions of parents for promoting schooling of girls (in percentage)

Sr. No.	Name of the Village	1	2	3	4	5	6	7	8	9	10	11
1	Bhulkheda	0	84	87.5	84	84	84	46	65	78	50	37.5
2	Galwada	2	76	70	72	74	70	48	52	70	48	26
3	Godegaon	0	42	58	100	100	100	32	90	48	28	24
4	Kankarala	4	78	56	76	74	74	44	48	66	50	16
5	Nandgaon	0	48	56	92	96	100	56	84	48	44	44
6	Nimchouki	2	55	63	93	97	95	27	68	51	25	25
7	Rampurawadi	9	81	81	63	63	63	36	36	54	36	27
8	Soegaon	0	78	72	80	78	78	48	52	76	62	08
9	Vatthan	4	66	68	86	88	80	40	66	48	116	10
10	A. Urban slum	0	2.5	97	100	100	100	2.5	00	00	00	00

Factors

- i) Changing school timings ii) School facilities in village iii) NFE Centre
iv) Free Uniform v) Free Books vi) Free writing materials vii) Female teachers
viii) Midday meals ix) Childcare centre x) Separate schools for girls
xi) Lady servants / ANM.

More than 78% parents expected free uniform books free writing material midday meals for promoting schooling of girls.

Perception of different categories of respondents on utility of girls education

Sr. No.	Category	1	2	3	4	5	6	7	8	9
1	Parents	40	46	36	33	28	20	15	15	16
2	Teachers	67	55	63	90	92	90	96	82	86
3	Head of the Institution	78	67	69	82	76	86	91	73	80
4	Community Leader	76	40	73	85	82	88	88	76	61
5	Educational Administration	59	37	41	70	60	63	67	52	48

Utility factors

The education of the girls helps

1. To develop the personality & confidence
2. To develop income earning capacity
3. To improve the health status & nutrition of the family.
4. To educate the future generation
5. To make women aware about their rights & duties
6. To reise the age limit of marriage to child mortality rate.
7. To develop awareness for family size
8. To give social leadership to take
9. To participate in social life & take self decision

To develop income earning capacity

Nearly 28% of the parents felt that education to their girls would help in supplementing their family income. Other respondents had also given the primary importance to this aspect. The parents felt that education of the girls would make them fit for getting a job.

To develop personality & confidence

The educated person were convinced of the role of education to develop personality and confidence in girls.

Parents had no clear perception of them 'personality' which was revealed from the percentage of responses they had given only 40% to the above statement.

To develop awareness about the rights & duties of women

Carpenters Teachers & Heads of the institution responded positively to the statement giving it their first preference 82% of the parents and community leaders had also given first priority to the statements mentioned above.

To raise the age of marriage & reduce death rate of children.

The responses given by the parents made the point obvious that they had not been convinced about the advantages of delayed marriages improving the health status of girls. Early marriage of the girls was most prevalent among several communities in the villages.

To develop awareness of small family size

Only 40% of the parents were aware that education would help to maintain small size of the family. It showed that parents needed to be oriented for the importance of the smaller families.

To develop social leadership & participation in social life & ability to take decision

The information collected on this issue reflected that the parents were ignorant about the utility of education for social upliftment of their girls and women folk.

Perception of different categories of respondents on gender equality (in percentage)

Sr. No.	Category	1	2	3	4	5	6	7	8	9	10	11	12	13
1	Parents	47	54	47	45	40	39	-	28	27	40	34	34	33
2	Girls (dropout)	55	45	-	36	25	17	25	19	20	28	17	-	13
3	Girls (non-enrollment)	37	33	-	29	18	13	22	24	10	22	12	-	14
4	Teachers	98	98	93	75	92	94	75	78	86	92	98	96	88
5	Head of the Institution	93	97	98	73	86	93	82	67	78	96	100	100	93
6	Community Leader	100	91	73	49	97	97	36	45	94	88	100	100	94
7	Educational Administration	67	59	52	44	63	63	56	33	63	67	67	63	63

General equality points.

- 1 Equal education to girls and boys.
- 2 Girls & boys need same kind of food
- 2 Both need same kind of health care & medicines

- 4 Both have same (specity of work)
- 5 Both could be given equal freedom.
6. Both can be given equal time play.
7. Both can do all works equally well
8. Both can have the same capacity for same capacity for same occpation.
- 9 Both have equal intellgence & abilities
- 10 Equal wages for equal work
- 11 Husbad & wife should take household decision.
- 12 Household duties should be shared equally by husband & wife.
- 13 Both should have equal rights in the family proparty.

The above responses revealed that the educated group in the society showed positive view agreeing that both boys & girls need equal education need same food & health care should have equal wages for equal work & they had same intelligence & abilities. In contrast majority respondents in parents and girls category did agree to most of the statements , when they were not observed in their day to day life. They did differentiate the capacities of boys and girls and treated them differently.

Dist Aurangabad

Block Soegaon

Perception for parents continuation of Girls Education

	1	2	3	4	5	6	7	8	9	10
Parent	80	64	61	69	66	49	31	32	40	39

Reasons

- 1 Sound economic condition
2. Educated parents

- 3 Parental motivation
- 4 Parents ability to bear other expenses
- 5 Parents capacity to provide books
- 6 Parents provide time diet and clotting
- 7 Parents provides time for study at home
- 8 Parents provide extra coaching classes
- 9 Self ambition
- 10 Teachers motivation

It was evident that the 80% of the parents thought that sound economic condition was essential for continuation of girls education. Poverty was the main reason for discontinuance.

District Aurangabad

Block Soegaon

Drop out girls schedule

Distribution of respondents according to age

No. of girls non-enrolled	6-8 years		9-11 years		12-15 years		16 years	
	N	%	N	%	N	%	N	%
47	2	4.3	19	40.4	25	53.2	--	--

25 girls (53.2% in the age group of 12.15 left the school for various reasons.& 2 girls left the school in the early stage of schooling

Distribution of respondents according to standard of leaving of school

1		2		3		4		5		6		7		8	
No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
1	2.1	8	17	15	31.9	8	17	3	6.4	6	12.8	1	2.1	4	8.5

53.2% family members had not favoured about leaving of school & 34% had favoured the action. Regarding friends 59.6% not favoured the action 19.1% favoured

Distribution of respondents according to time spent on various activities after leaving the school

No. of girls	Domestic work		Labour			
	No.	%	No.	%	No.	%
47	28	59.6	14	29.8	1	2.1

Most of the girls (59.6%) could not enrol the names in the school for the reason of domestic work.

- Only two girls (4.3%) answered in affirmative that they had male friend & 44.7% had negative response 46.8% had not responded & 78.7% of girls has female friends.

- Four girls (8.5%) took part in extra curricular activities & 35 girls (74.5%) did not take interest in extra curricular activities

- 43 girls out of 47 (91.5%) resided near the school

- 31 parents did not utility to send the girls to other village schools

- Out of 47 girls 36 girls (80.9%) liked their school and 51.1% feel bad for learning the school Only 44.7% to rejoin the school.

- Girls perception on utility of girls education out of 47 girls Education of girls

29 girls (61.7%) - helps to increase income

20 girls (42.6%) - helps to become good housewife

13 girls (27.7%) - helps to take self decision

11 girls (23.4%) - helps to improve standard of living

Dist Aurangabad

Block Soegaon

The girls never enrolled in school schedule

- Distribution of respondents according to age

No. of girls	6-8 yrs		9-11 yrs		12-15 yrs	
	No	%	No.	%	No.	%
49	11	22.4	21	42.9	17	34.7

- 55.1% girls were willing to join the school 20.4% were not utility to attend the school 59.2 percent of girls parents after interaction with them were utility to send the girls to the school & 12.2% were not willing.

- With regards to various development schedules 67.3% preferred to literacy programme 61.2% wanted income generating activities 38.8% liked health & programme.

Dist Aurangabad

Block Soegaon

Teachers schedule

- Out of 49 teachers interviewed 37 were male & 12 female 40 married & 7 unmarried & 2 not recorded 40 trained & 6 untrained

- According to educational level 28 12 D Ed 6 graduate, 3 trained graduate & time part graduate

- 34 teachers (69.4%) resides in the villages 7 teachers (14.3%) come to school from the distance of 1 km 4 teachers (8.2%) came from 2 km distance & 4 from more than 3 km distance

- teachers positive attitude Educated parents & parental motivation were the main factor for contamination of girls education according to teachers.

Dist Aurangabad

Block Soegaon

Heads of the institutions schedules

No. of Head of institutions	Not recorded	Male	Female
45	0	44	1

No. of Head of institutions	Not recorded	Trained	Untrained
45	0	41	4

Distances of school

No. of schools	Close	1/2- 1 km	1 - 2 km	2 - 3 km
45	42	3	--	--

Almost all the Heads of institutions resides in the activity of schools

Perception of teachers Continuation percentage Girls education

No. of Head institutions	No. of teachers	Percentage	Factors
45	22	48.9	Sound Economic conditions
45	21	46.7	Educated Parents
45	21	46.7	Parents motivation
45	14	31.1	Capacity of parents To bear other expenses
45	20	44.4	Self ambition of girls
45	37	82.2	Teachers motivation

- Teachers motivation in the main factor for continuation of girls education Other factors are sound economic condition of the parents educated parents motivation & self ambition of the girls.

Dist Aurangabad

Block Soegaon

Community leader

Community leaders	Not recorded	Male	Female
33	0	2	30

Educational level

No of community leader	Recorded	
33	33	--

No of community leader	Not recorded	Yes	No
33	1	1	31

No of community leader	Not Recorded	Yes	No
33	0	9	24

No of community leader	Not Recorded	Yes	No
33	0	13	20

1

1

No of community leader	Not Recorded	Yes	No
33	6	7	26

Dist Aurangabad

Block Soegaon

Education Administration

No of community leader	Not Recorded	Yes	No
27	1	26	0

Perception Continuation of girls education

Total No. of Education Administartors	No. of Respondents	Percentage
27	20	74.1
27	11	40.7
27	16	59.3
27	23	85.2
27	22	81.5
27	21	77.8

Factors

- i) Sound economic condition
- ii) Educated parents
- iii) Parental Motivation
- iv) Capacity of parents to bear other expenses
- v) Parents ability to provide & enough diet & clothing
- vi) Self ambition of girls

CHAPTER VIII

FINDINGS & CONCLUSIONS

The study was conducted in eight villages located in low female literacy block of Soegaon in district Aurangabad. The major findings in the various issues related to the subject of promoting girls education such as access to schooling enrolment retention achievement & womens development were as follows

1. Access

All the villages under study had facility for primary education except two schoolless habitations at Limka Chouki & Rampurwadi. It had a simple population 125 & 145 respectively.

In L Chouki 15 girls & 8 boys in the age group of 6-14 years and Rampurawadi 10 girls & 5 boys were out of school who were not enrolled in the school at any time.

There was no school available within the distance of 1.5 km for the children of Rampurwadi & L.Chouki habitation.

2. Enrolment

Schoolless habitation in the present study had 38 children in the age group of 6 to 14 yet to enrolled in the formal system of education.

In education to above mentioned 38 students. The rest of the villages had total of 396 girls & 355 boys who were out of schools. Out of the total 851 children 417 children boys & girls 55% were attending the school. That is 45% of the school going age children were enrolled in the school. No. of girls out of school was quite alarming. Special drive to enrol the girl students to be launched vigorously.

Causes for dropout & non enrolment

Of all the probable reasons stated in the different schedules, the major reasons that emerged were reasons of poverty, household work and siblings, care, illiteracy of parents for the dropout & non-enrolment of girls. Other reasons mentioned were non-availability of

women teachers separate schools for girls inconvenient school timings, early marriage though they did not seem to be constituting the major reasons for non enrolment or dropout.

The prime reason for dropping out of girls was no access to upper classes within the walking distance. In a village Bhulkheda the school had classes only upto IV std. most of the dropout girls could not go to nearby school with higher classes for the reasons of long distance & parents unwillingness to send girl along to long distance.

In attractive school environment was also the major factor responsible for dropping out of girls students. Inadequate of child care centres Anganwadi Balwadi, who aggravated the situation of looking after sibling in the families.

Fears in the minds of girls on account of in occupation for epidemic given in the school early marriage of the girl were also the reason for dropout in some cases.

Women's equality & empowerment

Total population in the eight villages under study was 2145 (60% of the total population) & 1020 female & 1125 males (40%) The SC & ST population was 19.7% & 18.9% respectively. The female population was outnumbered male population slightly.

Low valuation of female life and low status of women in these villages was very much noticed. Infant and child deaths were higher in sample population. Wife beating and wife battering was reported to be higher.

During the informal talks with the grand parents in the family it was emphatically mentioned by them that girls once married, even their parents forget their existence.

It was observed that women were not consulted in decision making at any level in the family matters. Although mahila mandals were reported to be existed they were practically not functioning. Even though two women elected members were in village Education Committee and Grampanchayats in reality they were not seemed to be exercising their rights and it was told that men members dominated the same during any decision-making situation. In none of these villages the women members headed the committees. Women from weaker groups had no say in the village affairs. It was felt that with the 72 and 73rd amendment of the constitution, women are having a voice in the local bodies. The panchayats but it was observed that women need education and the training for the new role. Government of Maharashtra is actively considering the proposal of reserving 30% of seats of office bearers in the local bodies. .

Infrastructure :

The State has provided schooling facilities in practically every village. Village of the sample showed that only few schools had compound or boundary walls. There was no scope for maintaining school garden. Due to lack of boundary wall it was difficult to control trespassing and running away of children from the school. The primary schools who had inadequate furniture. Under the schemes of operation Black Board all the schools under survey had facilities provided for the school but the conditions were not very satisfactory. There were no toilet facilities for girls and Women teachers in the schools. Village Antapur had both the male teachers in the school. Some of the schools had no regular playground but a small space open to sky used for sports and games for the children. In most of the schools, the no. of classroom was also inadequate.

It was observed that in the village Shahpur, the Zilla Parishad school had inadequate number of teachers. The study showed that in few cases the school teachers were community from urban area and did not stay in the villages with the result they failed to establish successful rapport with the parents community and students. It was observed that teachers did not have enough motivation to perform well. The village schools under study had only 20% women teachers. Increasing this proportion would enhance girls enrolment and retention in the primary schools.

It was reported by the Headmaster of the school at Shahpur and Cheinpur that students including girls tend to run away from the school for watching feature films on 1.0 of fixed days of the week. It was told that the school be closed for that afternoon on these days of the week.

Conclusions

1. Almost in all the village the heads of the families were men.
2. Earning members are still males & females earnings were considered as subsidiary.
3. The responsibility of house hold work still lies with adult women & girls in the families.
4. 9.3% families had no toilet facilities. They had to use open space for this purpose.
5. In the population under study No. of females were more than the no. of males.
6. Though the gender equality was accepted up nearly all yet in practice there was a wide spread disparity.
7. Lack of upper classes particularly after IV Std. and the long distance over 1 k.m. were also the reason for dropout.

8. The main reasons for non-enrolment & dropout were poverty, household work, siblings care & illiteracy of parents.
9. In certain cases early marriages of the girls at the age of 12 years the reason for dropout.
11. Orientation of men & women necessary for developing positive attitude towards each other.
12. Encouragement programme for village women initiating their participation in various community activities.

Recommendations

1. Schoolless village habitation to be provided with non- formal education centers and or peripatice schools.
2. Provisions to be made for increased & effective support service like early childhood care & education & the ICDS.
3. Inattractive school atmosphere be converted into attractive, joyful centers of learnings.
4. Need to sensitize parents for the education of girls.
5. Efforts necessary for improving classroom teaching.
6. Scope of incentive schemes be broadened to attract girls & schools.
7. Improvement in sanitation to be brought about.
8. Cost of education to parents be reduced substancially.
9. Womens development programme to be built.
10. Orientation of men and women necessary for developing positive attitude towards each other.
11. Encouragement programme for village women initiating their participation in various community activities.
12. Institution of awards at the village level to recognise the efforts mad3e by women for their upliftment.
- 13.

Conscious intervention focussing on curriculum & its branches to bring about gender equality & women's empowerment.

14. Preventive & possible social, medical, care be made possible through regular health checkup & education to teachers, paraents & community leaders in this regards.
15. Mahila mandal to be activated & utilised to promote women's develop. Women to turned & psychology prepared for taking active part in panchayats and in activities of village education centres.



DPEP GENDER STUDIES SUMMERY OF FINDINGS

(MAHARASHTRA)

DISTRICT : AURANGABAD

BLOCK : SOYAGAON

OBJECTIVE	ISSUES	FINDINGS	STRATEGIES	PROGRAMMES/ SCHEMES/ COSTINGS
1. Mapping out gender disparities in access, enrolment, retention and achievement, which is being handled under base line studies.	i. No schools in schoolless habitations. ii. Schools not within walking distance for the children and especially for girls.	- In Aurangabad district, there are 146 schoolless habitations. - In Soyagaon block there are 9 schoolless habitation.	- Present norms for opening of schools be relaxed. - Opening of non-formal education centres. - Opening of peripetetic schools.	One non-formal education centre at Rs. 300/- per centre.

<p>Enrolment and retention</p> <ul style="list-style-type: none"> - Enrolment ratio and rate of retentions very low for girls. - 100% enrolment of girls be ensured. 	<p>Enrolment and retention</p> <ul style="list-style-type: none"> - Enrolment ratio of girls as compared to boys is 73:70 for the district - 68,645 number of additional girls are to be enrolled for 100% enrolment. - Rate of dropout at the end of V standard is 51.5% - Dropout from class I to II is significant for rural girls. - Unattractive school atmosphere. - 15% of children in the age group 0-6 are admitted in Balwadis and Anganwadis. - In rural areas only 19.36% women teachers are working. Total percentage of women teachers is 36.28%. 	<ul style="list-style-type: none"> - Pre school centres be increased so as to provide this facility for nearly 85% of 0-6 age group children. - Incentives to first generation learners. - Need to sensitize parents for the education of girls. - More appointments of female teachers be made in rural areas. - Day care centres to be opened. 	<p>Schemes and programmes as show in the DPEP Report pp,87 to 95.</p>
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<p>2. Identify causes for non-enrolment and dropout of girls and propose effective districts/local specific strategies for improved enrolment, retention and achievement among girls.</p>	<ul style="list-style-type: none"> - To achieve universalization of elementary education by 2000 A.D. - To ensure 100% enrolment of girls. - To reduce the high dropout rate for girls. 	<ul style="list-style-type: none"> - Causes for non-enrolment. - Poverty of the family. - Girls to take the responsibility of household work and care of siblings. - Early marriage of girls. - Inattractive school environments - Parent's illiteracy. - Parent's indifferent attitude towards girls education. - Lack of positive educational climate in the society. - 5% dropouts for girls in lower classes. - 10% dropout for girls in upper primary classes. 	<ul style="list-style-type: none"> - Enforcement of laws of compulsory education. - Reduce the cost of education to parents. - Sensitivity parents for importance of girls education. - Extension of pre-school facilities to all the existing primary schools. - Extensive programmes for teachers in gender sensitization and improving the quality of teaching especially in class I and II. 	<p>Programms and schemes as suggested in DPEP Report.</p>
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3. Assess the situation of women in each district with regard to some social and demographic indicators and women's equality and empowerment.	Women are not allowed to enjoy equal status alongwith men in all the matters. Women's development in all the fields needs to be stressed.	<ul style="list-style-type: none"> - In a societal structure women are considered subordinate to men and weaker links. <p>Total population of the district is 22,13,779 Of this 11,51,693 are males and 10,62,086 are females.</p> <p>Literacy rate for female of urban area is 50.81% and for rural area it is 22.46%</p>	<ul style="list-style-type: none"> -- Sensitisation of villages, community leaders, administrators and all concerned functionaries related to gender equality. - Orientation of men and women for removing gender disparities and women's development. - Community participation to be increases. - Best level clusters to be identified for this purpose. 	Schemes and programmes for DPEP Report.
4. To collect information on gender bias in a) Textbooks b) teacher training c) teacher's attitudes d) curriculum interaction and e) administrators attitudes.	<ul style="list-style-type: none"> - Gender disparity to be removed from all the areas in the educational system. - To break undesirable social custome and develop positive attitudes towards girls education and women's development in all the sectors of the society. 	<ul style="list-style-type: none"> - Revised curriculum for primary education has taken into account the gender issue and text books written accordingly. -- Women's education has been included as one of the opticals in the DIED syllabus and administrators. - Teachers attitude seen to be positive towards girls education and women's development 	<p>Women's education should find a place in the core curriculum of D.Ed. course.</p> <ul style="list-style-type: none"> - Orientation to parents, teachers, members of the mahila mandals and other such groups to acquaint them with the equal responsibilities of men and women in the society. - VEC's to be activated - Institute awards to VEC's Gram Panchyats for excellent work in this direction if any. 	As per DPEP Report.

<p>5. To identify supportive community structures such as women's groups, VEC's Panchayats, PTAS Teacher organisations Youth clubs for developing effective strategies of UPE among girls.</p>	<ul style="list-style-type: none"> - To achieve universalisation of elementary education by 2000 A.D. - To involve governmental and non-governmental agencies in the task of achieving UEE at the earliest. 	<ul style="list-style-type: none"> - At the village levels Panchayat samitis and VEC's are functioning however it is essential to accelerate their functioning. - Women's group in the form of mahila mandal are functioning. - Parent teachers associations at primary education level not existing. - Youth clubs, Youth movement activities not existing. 	<ul style="list-style-type: none"> - Formation of women development groups in every village. - Community participation programmes be organised. - Functionaries and administrators of departments other than education be involved more in educational programmes. - Village upliftment programmes be organised. 	<p>Fundas be made available from present allocation at the district level.</p> <p>Donation in kind and cost.</p>
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<p>6. Identifying and facilitating coverage of services of different departments for UPE. among girls (focal areas ECCE, Health and Support services)</p>	<p>- To Involve all the departments functioning at the district and block level for the task of UEE</p>	<p>-The health department rural development, dairy development and social welfare department are working in this areas as well as to some extent for education as well.</p>	<p>- At the district and block level the DIP EO Dy c-o (child welfare_ B.EO's ICDS CDPO MOS of PHCS will work together for convergence of educational activities. - Mahila mandals and members of VEC's will require orientation towards educational schemes. - ECCE centres will work for school health programme. - Co-ordination between ICDS Health and primary education staff would be achieved through establishing report.</p>	<p>The funds available with the co-ordinating departments for convergence of services of various department will be required to be mobilized.</p>
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<p>7. Study the availability of educational (books stationery uniforms) and other incentives (noon meals attendance prizes etc)</p>	<ul style="list-style-type: none"> - To provide books, writing material and uniforms to all newly enrolled from all sections of society. - AT present these facilities exist for tribal children. - Attendance allowance at Rs. 1/- per day is also given to tribal girls which should also be given to all the school going girls. Mid day meals and not providing mild would also help UPE. 	<ul style="list-style-type: none"> - Some essential educational incentives and scholarships to attract the children to school are to be made. - Mid-day meals and attendance allowance will serve to achieve the universalisation of elementary education of girls. Parents cannot attend to base the expenditure of education of their wants. 	<p>Every child enrolled in the school will get school uniform books and writing material on the day of his admission to school. The child will also get mid- day meal and if possible a cup of milk. This will attract the child to attend the school regularly.</p> <p>The parents will not be required to spend on the education of their children. In the basis of achievement prizes will be awarded to the successful children.</p>	<ul style="list-style-type: none"> - Village panchayat and non- governmental agencies like Rotary club, Lions club will be approached for providing school uniform to the children. - Books and writing material will be provided from the Z.P. and Panchayats Samiti funds. - Attendance allowance will be given through Government Provisions. Prizes in the name of village leaders with their assistance could be instituted.
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<p>8. To access participations of women in teaching, administration and other decision making bodies.</p>	<ul style="list-style-type: none"> - To attract more and more women to teaching profession. - To provide for incentives to women teachers working in villages and hilly areas. - To appoint women officers at all levels. - To expose women officers to social problems. 	<p>It is felt that the success of UEE depends on increasing the number of women teachers at the pre - primary and primary levels. At present there are 3575 male teachers and 696 female teachers working in Zilla Parishad Primary school in the rural areas. There are 1703 male teachers only 809 female teachers working in lower primary schools. Number of women teachers working in upper primary schools of both rural and urban areas i.e. 16112 as against 2399 men teachers. This situation needs to be improved. Very few women officers are at the helm of decision making bodies.</p>	<ul style="list-style-type: none"> -To attract the women to teaching profession incentives like bonus for working in rural school, free accommodation to women teachers and one or two increments for working in these school may be considered urgently. - Womens with less qualifications may be considered for appointments in rural school. - Women should be exposed to the situations prevailing in the society and they should be promoted to higher positions even by making some changes in the rules of recruitment. - Reconignition of services of women teachers working in rural areas by instituting awards for their outstanding services. 	<p>Zilla Parishad funds may be yearmarked for this purpose.</p>
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<p>9. To develop state/ district level monitoring and evaluation framework.</p>	<p>- There is a dire need of monitoring unit at the district level and also at the state level for monitoring and evaluation of schemes for without such a unit review of what is achieved and what is yet to be achieved is not possible. Periodical reviews are necessary.</p>	<ul style="list-style-type: none"> - Software material should be developed at the state level by the SCERT. - The districts will have to undertake the job of periodical reviews - Strengthening of the block level agency is necessary. The BEO has to undertake the evaluation activity in his block. 	<p>SCERT will develop a programme for annual and interment evaluation. The teachers and the administrators will be oriented for this purpose. Evaluation exercise will be carried out every year to review the work done.</p>	<p>For developing software SCERT sources may be utilized.</p>
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